

EDUCATIONAL RESOURCES INFORMATION CENTER

February 1974

Volume 9 Number 2

ERIC

research

in

education

RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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SPECIAL ANNOUNCEMENTS

Resumes from the new ERIC Clearinghouse in Career Education continue to appear in this issue of *Research in Education* (RIE). The prefix used for this clearinghouse is "CE" and it heads the alphabetical listings in the Resume and Cross Reference Index Sections. (See Table of Contents). The ERIC Clearinghouses on Adult Education and Vocational and Technical Information were discontinued as of November 30, 1973, however, the subject areas they covered have been absorbed by the scope of the Career Education Clearinghouse.

Beginning with the April issue, input from another new clearinghouse, to be called Information Resources, will appear for the first time. Information Resources, prefix "IR", represents the merged scopes of the Clearinghouses on Library and Information Sciences and Educational Media and Technology, both of which were discontinued as of December 31, 1973.

The addresses of the two new clearinghouses are listed on the inside of the back cover of this issue.

1. The first step in the process of research is to identify the problem or question to be investigated.

2. The second step is to gather information and resources related to the problem.

STUDY SKILLS

1. The first step in the process of research is to identify the problem or question to be investigated.

2. The second step is to gather information and resources related to the problem.

3. The third step is to analyze the information and resources gathered.

4. The fourth step is to synthesize the information and resources gathered.

5. The fifth step is to present the findings of the research.

6. The sixth step is to evaluate the findings of the research.

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Research in Education

ED 081 895-083 361

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). _____

Title. _____

Organization where document originated. _____

Date published. _____

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. _____

Alternate source for obtaining documents. _____

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. _____

ED 013 371 64 AA 000 223

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Sacramento State Coll., Calif.
Spons Agency—USOE Bur. of Research
Report No.—NDEA-VIIB-449

Pub Date—15 Apr 66
Contract—OEC-4-16-023
Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.
Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)

EDRS Price MF-\$0.65 HC-\$6.58.

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.
Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). *

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

(AL) _____

Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in *Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
CE—Career Education	5-27	LI—Library and Information Sciences	120-127
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CS—Reading and Communication Skills	32-54	RC—Rural Education and Small Schools	136-145
EA—Educational Management	54-70	SE—Science, Mathematics, and Environmental Education	145-159
EC—Handicapped and Gifted Children	70-79	SO—Social Studies/Social Science Education	159-170
EM—Educational Media and Technology	79-93	SP—Teacher Education	170-186
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CE

ED 081 895 CE 000 102

Heasley, Daryl K.

Opinions Expressed by County-Based Professional Extension Agents and Lay Extension Personnel Upon Introduction of the Expanded Youth Nutrition Program. A Case Study in Selected Northeast States.

Pennsylvania State Univ., University Park. Cooperative Extension Service.

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Educational Programs, *Extension Agents, *Extension Education, *Opinions, Program Evaluation, Role Conflict, *Statistical Surveys

Identifiers—*Expanded Youth Nutrition Program
Agriculture, home economics, and youth extension agents and lay advisors were surveyed in 41 counties of four northeastern states to assess their attitudes toward the Expanded Youth Nutrition Program (EYNP). It is concluded that innovative programs for new clientele such as EYNP need to be initiated along with a training program for extension profession and lay personnel to minimize their adjustment problems and to maximize potential resources for implementing the programs. New programs must develop organizational structure and content at the same time. A "grass roots" vs. "top down" dichotomy hinders smooth initiation of new programs. More than half of the volume is devoted to tabular presentation of the data. Appendix D is a separate five-page paper, Role Strain Expressed by Extension Agents upon Introduction of a New Program: A Case Study in Selected Northeast States; Summary and Conclusions." (MS)

ED 081 896 CE 000 122

Mack, Albert J. And Others

A Study of Low-Income Families: Implications for the WIN (Work Incentive) Program. Final Report.

North Star Research and Development Inst., Minneapolis, Minn.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-51-25-69-06-1

Pub Date 19 Jul 72

Note—28p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 702, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Economically Disadvantaged, *Employment Patterns, Heads of Households, *Low Income Groups, Low Motivation, Motivation Techniques, *Poverty Research, *Self Actualization, Unemployed, *Welfare Recipients, Work Attitudes, Work Experience

Identifiers—*Work Incentive Programs (WIN)

Data from a nationwide study of low-income people are considered as they apply to the WIN program. The study tested major assumptions upon which WIN is based. The data tend to support the objectives and methods of the WIN program expressed in the original legislation. The analysis summarizes the relevant findings into principles, which support the idea that the non-working, welfare-dependent, low-income heads of household should be permitted to have experience working. Established laws of learning are used to suggest ways of achieving the objectives of WIN. (NTIS)

ED 081 897 CE 000 124

Thompson, David L. Miles, Guy H.

Factors Affecting the Stability of the Low-Income Family. Final Report.

North Star Research and Development Inst., Minneapolis, Minn.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-51-25-69-06-3

Pub Date Jul 72

Note—108p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 704, MF \$1.45, HC \$5.45)

Document Not Available from EDRS.

Descriptors—Child Rearing, Economically Disadvantaged, *Family (Sociological Unit), Family Characteristics, Family Life, Family Problems, *Family Relationship, Heads of Households, *Low Income Groups, *Poverty Research, Self Esteem, *Welfare Recipients, Working Women

Identifiers—*Work Incentive Programs
In a nationwide study, data about attitudes, behavior, and socioeconomic and personal characteristics were collected from over 6000 low-income people. Both the welfare poor and the working poor were included in the study. This report covers only that part of the results that is relevant to family stability in the low-income population. The findings generally support the WIN guidelines, which assume that if an unemployed head of household were to obtain a job, he would gain increased respect from his family and would develop greater self-respect. In addition, it is assumed that, because he would provide a preferable model for his children to follow,

family stability would in some way be greatly improved if he were to leave welfare and obtain a job. (NTIS)

ED 081 898 CE 000 125

Reinish, Harold

Identifying On-the-Job Behavioral Manifestations of Drug Abuse: A Guide for Work Supervisors. Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-5

Pub Date Oct 71

Note—59p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 731, MF \$1.45, HC \$4.50)

Document Not Available from EDRS.

Descriptors—*Behavior Patterns, *Drug Abuse, Drug Addiction, *Drug Education, Lysergic Acid Diethylamide, Manuals, Marihuana, Narcotics, *Physical Characteristics, *Socially Deviant Behavior, Stimulants

While extensive materials exist regarding types of drugs and motivations of users, the job supervisor, trainer and teacher still lacks information on how to recognize the behavioral manifestations of drug abuse in an educational and/or work setting. The manual, through detailed vignettes and questions addressed to the reader, deals with various types of drugs and their respective behavioral manifestation. It attempts to present situations that are meaningful to and recognizable by the reader. The hope is that, (a) then the drug user may be confronted and dissuaded from continuing before addiction sets in, and (b) his early referral to suitable treatment modalities can be effected. (NTIS)

ED 081 899 CE 000 126

Orth, Charles D., III Jacobs, Frederic

Demonstration Project to Design, Develop and Teach a Model Health Care Career Program for the Neighborhood Youth Corps.

Career Development International, Inc., Weston, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-25-71-46-8

Pub Date 15 Jun 73

Note—56p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 456, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Career Planning, *Demonstration Projects, Economically Disadvantaged, *Health Occupations Education, Models, *On the Job Training, Part Time Jobs, Program Evaluation, *Urban Youth, Vocational Counseling, Work Attitudes, Youth Employment, Youth Programs Identifiers—*Neighborhood Youth Corps

The report covers a seventeen month demonstration project to design, develop and teach a health care career-oriented program for 60 enrollees of the Neighborhood Youth Corps in Cambridge, Massachusetts. The report concludes on whether the concept of a long-term career oriented program fits the experience or perceptions of enrollees and NYC staff, and offers an alternative career model for the NYC. The authors recommend that career-orientation, implemented through a revised model, should be an important, changed, mission for the Neighborhood Youth Corps. (NTIS)

ED 081 900 CE 000 127

Home Making Around the World.

Agency for International Development (Dept. of State), Washington, D.C.; Extension Service (DOA), Washington, D.C.

Pub Date [63]

Note—169p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Extension Education, *Foreign Countries, *Home Economics Education, *Homemaking Education, *Homemaking Skills, Technical Assistance

This book is designed to aid American home economists sent to other countries on technical assistance programs and home economists of other countries responsible for beginning such programs focused on the home and family. The information describes the pioneering experience of trained people in many countries and some ways in which basic principles of sound home economics may be applied everywhere. Topics treated are pioneering in home economics (emphasizing child care), foods and nutrition, home management, health and sanitation, home gardens, poultry, rabbit and goat production, housing and home improvement, and care and construction of clothing. The book is illustrated with photos and drawings. Measurement conversion tables and a three-page bibliography are appended. (MS)

ED 081 901 CE 000 128

Kirby, Edwin L.

Extension Service Responsibilities in Civil Rights.

Extension Service (DOA), Washington, D.C.

Pub Date 9 Sep 70

Note—10p.; Speech presented at Extension Service Staff Conference (Chevy Chase, Md., Sept 9, 1970)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Rights, *Extension Agents, *Leadership Responsibility

Speaking to a meeting of national program leaders, the Extension Service administrator points out that as an educational institution and as public employees paid from taxpayers' money the extension service has an obligation to serve all segments of society within the framework of its responsibilities. Questions raised involve whether equal opportunity in programs is provided through response to demands and whether innovative ways might be designed to stimulate participation among low income families and small farmers. The administrator calls upon program leaders to consider five ways which relate Extension Service goals to their own situations and asks for their assistance. (MS)

ED 081 902 CE 000 129

Kirby, Edwin L.

Expanding Extension Educational Assistance to People—A Common Mission of the 1862 and 1890 Land-Grant Institutions.

Extension Service (DOA), Washington, D.C.

Pub Date 12 Jul 72

Note—10p.; Speech given before the Administrative Workshop for 1890 Cooperative Extension Programs (Washington, D.C., July 12, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Extension Education, *Federal Aid, *Federal Programs, *Land Grant Universities

Additional funds to land grant colleges were made available by Congress, necessitating a consensus among institution representatives and extension service representatives as to guidelines for

its expenditure. It was decided that: the money is for expanding educational assistance to the people by utilizing more effectively the combined resources of both 1862 and 1890 institutions; that there shall continue to be only one cooperative extension program in each of the states, one state cooperative extension service, and one director of extension; that all requirements of the Dept. of Agriculture to meet the provisions of Title VI and equal employment opportunities of the Civil Rights Act apply equally to both 1862 and 1890 institutions; and that funds earmarked for utilizing resources of 1890 institutions and Tuskegee Inst. must be administered through the Land Grant college or colleges designated by the state legislature with other safeguards cited. Additional guidelines were derived based on these four. Five of eight further areas of concern provided to State Extension directors were mentioned by the speaker. (AG)

ED 081 903 CE 000 130

Swank, Chester E.

FY 71 Resource Utilization: Low Income Programs; Contacts Made by Minority Groups.

Extension Service (DOA), Washington, D.C.

Pub Date 30 May 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Disadvantaged Groups, Extension Education, *Low Income Groups, Man Days, *Minority Groups, Negroes, *Program Evaluation, Spanish Americans

Identifiers—*Extension Service

Three summaries of extension service resource utilization by low income and minority groups during fiscal year 1971 are included, with interpretive observations. The first deals with the relationship between general and low income programs in terms of resources expended in areas of agriculture, home economics, 4-H youth, and community resource development. The second compares the areas in which members of minority groups (Negroes, American Indians, and Spanish Americans) were contacted by extension workers. The third summary deals with the relationship between contacts made per man day expended, comparing general and low income programs. The data used were obtained from report 71032 and replaces a previous summary dated May 1, 1972. (MS)

ED 081 904 CE 000 131

Masey, Jeffery L. Wagner, George J.

A Study of Factors Affecting Mine and Boobytrap Detection: Subject Variables and Operational Considerations.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-73-12

Pub Date Jun 73

Note—57p.; Exploratory Research 88

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discovery Processes, *Enlisted Men, *Military Personnel, *Military Training, Personnel Selection, Predictor Variables, Psychological Characteristics

Identifiers—Boobytraps, *Mines (Explosive)

The research objectives were to describe the tactics and techniques used by soldiers recognized as expert mine and boobytrap detectors and to discover the psychological, background, and Army experience contributing to their expertise. The study participants were those individuals named by peers and superiors as expert. The 78 men were given several tests and participated in an interview. Only two tests measuring the use of concepts were significantly related to rated expertise in detection, so most of the tests may not test for variables important to detection performance. Background information had no apparent relationship to expertise. It was concluded that identifying highly proficient detectors on the basis of non-experiential variables is not likely to be successful, but it may be possible to identify these individuals on the basis of experience-oriented data. (AG)

ED 081 905 CE 000 132

Stories for Adults to Read.

Memphis State Univ., Tenn. School of Education.

Pub Date Aug 73

Note—36p.; Written by participants at the Adult Basic Education Materials and Teaching Institute, Memphis, Tenn. June 18-29, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Instructional Materials, *Story Reading

The document contains 27 stories selected for adults who are reading from the second grade to 3.5 grade level. The title of the story, its appropriate grade level, and the author's name are listed for each story. Included with each story are several content-oriented questions of varying formats. (AG)

ED 081 906 CE 000 133

Introduction to Radiological Monitoring: A Programmed Home Study Course. Four Self-Study Units.

Defense Civil Preparedness Agency (DOD), Battle Creek, Mich.

Pub Date Jun 72

Note—279p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Civil Defense, Fallout Shelters, Home Study, Instrumentation, *Programmed Instruction, Programmed Materials, *Radiation Effects, *Radiologic Technologists, Radiology Identifiers—*Radiological Monitoring

This programmed course of study is designed to prepare local government officials and individual citizens to act in nuclear emergencies or disasters. Each of the four units has two lessons beginning with a brief overview and proceeding with self study frames. Line drawings are used to illustrate effects. Topics covered are the radiological monitor in civil defense, fallout effects, exposure guidance, RADEF instruments, protective measures, decontamination procedures, dose and dose rate calculations, and radiological monitor tasks, procedures, responsibilities, and reporting. An additional information appendix follows the same format but is not provided with tests; it covers nonmorgans and peacetime nuclear hazards. (MS)

ED 081 907 CE 000 135

A Study of the Feasibility of Predicting Job

Tenure Among Employment Service Applicants Through the Use of Biographical Information.

Richardson, Bellows, Henry and Co., Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-09-69-32-1

Pub Date Jun 71

Note—100p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 200, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Biographical Inventories, *Disadvantaged Groups, *Employment Services, *Job Tenure, Negroes, Occupational Mobility, *Personnel Data, Personnel Selection

This report presents the findings of a research study which demonstrated the feasibility of the utilization of biographical information in the prediction of three month and six month employment tenure. The analysis sample included Black disadvantaged males (N=477) and females (N=225) in three cities who had received no previous manpower training and/or counseling services and who were placed by State Employment Service Offices into a varying range of manufacturing and service occupations at varying salary levels. (NTIS)

ED 081 908 CE 000 136

Drake, Charles A.

Management, Technology and Behavior of Work Groups.

Michigan State Univ., East Lansing.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-24-69-49-1

Pub Date Dec 70

Note—172p.; Dissertation, Michigan State Univ. Available from—National Technical Information Service, Springfield, Va. 22151 (PB-196 467, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Administrative Policy, Chemical Industry, *Job Satisfaction, Organization, Participation, *Supervision, *Supervisory Methods, Work Attitudes, *Work Environment

This study examines the impact various variables associated with the technical structure of a work setting have on the potential relationship between supervisory style and the attitudes and

behavior of industrial work groups. The research explores the assumption that supervision is an integral part of an organization and whatever characteristics the organization may have will influence the appropriate style of supervision. The research is based on an examination of 66 groups representing various task and technological systems in a large chemical company, including research, legal, patent, manufacturing, industrial relations, controllers, and business information services. The report contains a short review of the literature on the structure of influence within organizations. (NTIS)

ED 081 909 CE 000 137

Futransky, David And Others

Upward Mobility through Job Restructuring, Vol. 1. Building Career Programs in the Federal Service with Materials Developed by the Application of Job Restructuring.

Civil Service Commission, Washington, D.C. Bureau of Training.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-09-70-34-1

Pub Date Apr 72

Note—233p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 711 MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Career Ladders, Equal Opportunities (Jobs), *Government Employees, Guidelines, *Job Analysis, *Job Development, Manpower Utilization, Personnel Selection, Promotion (Occupational), Training

This report grew out of the Contractor's work with three Federal agencies to restructure jobs in selected occupational fields and make necessary changes in training, selection, and other manpower practices in order to: (1) enable employees in lower grades to progress to higher grades not customarily filled by promotion from the lower levels; and (2) provide guidelines for the Federal Civil Service generally as to the feasibility, desirability, and methods of facilitating such upward mobility. This volume contains the background and explanation of the job restructuring process, and includes samples of the program elements needed to achieve upward mobility of employees in an organization. (NTIS)

ED 081 910 CE 000 138

Taggart, Robert

Report of New Manpower Researchers Conference, September 22-23, 1971.

National Manpower Policy Task Force, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-11-72-03-1

Pub Date Oct 71

Note—88p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-205 264 MF \$1.45, HC price not quoted)

Document Not Available from EDRS.

Descriptors—Economic Factors, Disadvantaged, *Economic Factors, Health Personnel, Industry, *Manpower Utilization, Migration Patterns, *Motivation, Racial Discrimination, Sex Discrimination, Wages

Identifiers—Manpower Programs, *Manpower Research

This report contains abstracts and discussions of papers and speeches delivered at the 1971 New Manpower Researchers Conference. These include speeches by Charles Schultze on incentives in the public sector, one by Congressman William Steiger on manpower reform, and one by Maurice Mann on government economic controls. The abstracted topics include ghetto economics, urban manpower programs, the measurement of discrimination, health technicians, relative wage determination among industries, and intrametropolitan migration. (NTIS)

ED 081 911 CE 000 139

Mattila, J. Peter

The Impact of Extending Minimal Wages to Private Household Workers.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-39-71-44-1

Pub Date Oct 71

Note—45p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-204 585, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Attendants, *Domestics, Labor Force, Labor Market, *Maid, *Minimum Wage, Minimum Wage Legislation

This study analyzed the potential impact of an extension of minimum wage legislation to cover household maids and servants. Through empirical analysis of Longitudinal Labor Market Survey data on women aged 14-24 and 30-44, and consumer price survey data, the study concluded that the 1971 hourly earnings of approximately one-half of all maids amounts to less than \$1.40, and predicted that if legislation were enacted in 1971 raising their minimum wage to \$1.60 per hour, the effective demand for maids would be reduced by 40%. The report pointed out that domestics' wages have risen very rapidly, have led to a substantial decline in domestic employment, and that in 1970 there were only about one-fifth as many maids per household as in 1900. (NTIS)

ED 081 912 CE 000 140

Thompson, David L. Miles, Guy H.

Self-Actuated Work Behavior Among Low-Income People. Final Report.

North Star Research and Development Inst., Minneapolis, Minn.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-51-25-69-06-2

Pub Date 17 Jul 72

Note—154p.; Second in a series of four final reports. For parts 1, 3, and 4, see PB-211 702, 704, and 705. For part 4, also see CE000150.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 703, HC \$6.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Science Research, Class Attitudes, *Economic Disadvantage, Employment Level, Family Attitudes, Low Income Groups, *Motivation, Parent Attitudes, *Self Actualization, *Work Attitudes

Identifiers—WIN, *Work Incentive Program

In a nationwide study, data about attitudes, behavior, and socioeconomic and personal characteristics were collected from over 6000 low-income people. Both the welfare poor and the working poor were included in the study. The research results are reported in four volumes. This report covers only that part of the results that is relevant to self-actuated work behavior among low-income heads of families. The objective of the study was to determine the attitudes and beliefs of low-income people that affect their position along the welfare-work continuum, and to develop hypotheses concerning which of these attitudes are most likely to affect the success of enrollees in programs such as WIN. Work behavior was found to be related to attitudes toward work, attitudes toward the family, self-image and several personal characteristics. In general, attitudes toward work and toward welfare were found to have little relationship to the work status of these low-income people. On the other hand, degree of self-confidence and attitudes toward the family, particularly attitudes about child care, were found to be very important determinants of employment status. (NTIS)

ED 081 913 CE 000 141

North Carolina Manpower Development Corporation Mobility Project.

North Carolina Manpower Development Corp., Chapel Hill.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-87-35-68-06-2

Pub Date Jan 72

Note—27p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-208 509 MF \$1.45, HC price not quoted)

Document Not Available from EDRS.

Descriptors—Economic Disadvantage, Manpower Utilization, *Mobility, *Relocation, *Rural Population, *Unemployment, *Unskilled Labor

Identifiers—Manpower Programs, *North Carolina

This report is a supplement to an earlier report entitled North Carolina Mobility Project, 1968-69. The report covers Mobility's relocation assistance activities between September 1, 1969 and September 30, 1970, a thirteen month period encompassing three extensions to Contract Number 87-35-68-06. During the period covered by this report as well as earlier periods the North Carolina Mobility Project has amply demonstrated that unemployed persons will relocate for a job with assistance. (NTIS)

ED 081 914 CE 000 142

Diamond, Daniel E. Bedrosian, Hrach

A Feasibility Study of the Impact of Manpower Placement and Training Programs on Low-Wage Industries and Occupations.

New York Univ., N.Y. Coll. of Business and Public Administration.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Dec 71

Note—92p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-206 884, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Employment Patterns, Feasibility Studies, Job Placement, Job Training, Low Income, Manpower Development, Occupational Information, Personnel Data, *Salary Differentials, *Wages

Identifiers—CEP, *Manpower Training and Placement, WIN

The expected expansion of Manpower Training and Placement Programs, particularly of the work incentive type, could have a significant impact on wage ratings and hiring standards in the low-wage sector of the economy. To answer this question an extensive three-phase project was formulated. This study (the first phase) was designed to ascertain if sufficient data were available to conduct the research. Data collected from a convenience sample of WIN and CEP Programs in N.J., N.Y., and Pa., and establishments who employed WIN and CEP Trainees indicated the contemplated research design could not be satisfactorily executed in its present form. Although this study was not designed to develop findings, the collected data pointed so definitely in a particular direction a number of tentative findings were made. The highly dispersed character of WIN and CEP placements and the insignificant number of these trainees relative to the size of the respective employer work forces indicate that Manpower Training and Placement Programs probably have had no impact on wages paid in low-wage occupations and industries. Nor is it likely that an expanded program, e.g. FAP, would significantly affect wage rates in the low wage sector. At the same time these Programs have encouraged employers to institute more realistic hiring requirements for less-skilled jobs. (NTIS)

ED 081 915 CE 000 143

Schwenger, Robert B.

A Conceptual Framework for Measurement of the Impact of Foreign Trade on Workers.

Department of Agriculture Graduate School, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-09-70-61-1

Pub Date Apr 71

Note—115p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-198 579, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, Economic Change, Economic Climate, Economics, *Employment Patterns, Employment Trends, Exports, Foreign Relations, Labor, Labor Supply, Manpower Needs, *Manpower Utilization, *Productivity, Skill Obsolescence, Socioeconomic Influences, Systems Approach, Unemployment

Identifiers—*Foreign Trade

The purpose of the study was to explore the possibility of developing a comprehensive conceptual framework for measuring the costs and benefits of foreign trade to American workers. Foreign trade was conceived of primarily as a number of parts of the dynamic world produc-

tion-distribution-consumption process rather than as an aggregate exchange of goods between separate national economies. Costs to measure are those to specific workers who are dismissed, who must move, whose skills obsolesce, whose communities are depressed, etc. Benefits are those derived from the change in the world economic process—increased product, reduced prices, expanded consumption, higher wages, more employment, etc. (NTIS)

ED 081 916 CE 000 144
Miles, Guy H.

Phase I—Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth. Final Report.

North Star Research and Development Inst., Minneapolis, Minn.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Manpower Research.

Report No.—DLMA-41-7-006-25
Pub Date 69

Note—216p.; See also CE000145

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-184 977, MF \$1.45, HC price not quoted)

Document Not Available from EDRS.

Descriptors—*Employment Opportunities, Low Income Groups, Rural Education, Rural Environment, *Rural Urban Differences, *Rural Youth, Work Attitudes, *Work Experience Programs, Youth Agencies, *Youth Employment

Identifiers—*Neighborhood Youth Corps

Many of the problems faced by rural youth in the North Central states result from growing up in a rapidly changing environment. Their characteristics may differ widely from those of urban youth. Such differences have implications for the kind of Neighborhood Youth Corps (NYC) programs that would be most beneficial to them. Phase 1 consists of the formulation of a number of hypotheses, mainly aimed at finding out whether systematic relationships exist between identifiable deficiencies in the rural community and the occupational and social adjustment of youth who grow up in that community. Phase 2 will test these hypotheses. Twelve representative counties were selected for study. (MS)

ED 081 917 CE 000 145
Miles, Guy H.

Survey of Recent Literature Relevant to Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth.

North Star Research and Development Inst., Minneapolis, Minn.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-41-7-006-25
Pub Date 69

Note—102p.; see also CE000144

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-184-980, MF \$1.45, HC price not quoted)

Document Not Available from EDRS.

Descriptors—*Literature Reviews, Rural Education, *Rural Environment, Rural Urban Differences, *Rural Youth, Urban Immigration, Work Attitudes, Youth Agencies, *Youth Employment

Identifiers—*Neighborhood Youth Corps

Recent literature concerning rural youth in the North Central states is reviewed in the text and a 291-item bibliography is included. The scope of the study is the following regions: Lower Great Lakes, Upper Great Lakes, Corn Belt, and Central Plains. Rural population has been declining as farms increase in size, making it more difficult for young people to begin farming without substantial inheritances. Outmigration of the rural population has brought social changes which affect the youth of the areas in terms of education and vocational preparation. Rural America has not kept pace with urban America in the use of federal training programs. The Neighborhood Youth Corps must be adapted to the unique conditions of rural areas. (MS)

ED 081 918 CE 000 146
Hartford Labor Mobility Demonstration Project. Final Report.

Connecticut State Dept. of Public Welfare, Hartford.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-87-07-66-14-1
Pub Date 1 Feb 68

Note—59p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 403, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Job Training, *Mobility, Negroes, Occupational Mobility, Puerto Ricans, *Relocation, *Underemployed, *Unemployed, Vocational Counseling, Welfare Recipients
Identifiers—VISTA, Volunteers in Service to America

The project was an effort to relocate unemployed and underemployed persons, predominantly Negroes and Puerto Ricans, from the ghetto to the suburbs to learn whether job finding assistance, counseling and relocation could enable families with an able-bodied wage earner to get off welfare rolls. (NTIS)

ED 081 919 CE 000 147

Kobrak, Peter

Private Assumption of Public Responsibilities: The Role of American Business in Urban Manpower Programs. Final Report.

Johns Hopkins Univ., Baltimore, Md. Dept. of Political Science.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-22-69-27-2

Pub Date 7 May 71

Note—583p.; Ph.D. Dissertation, Johns Hopkins University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 494, MF \$1.45, HC \$6.00)

Document Not Available from EDRS.

Descriptors—*Business, Community Influence, *Community Service Programs, *Employment, *Manpower Development, Private Agencies, *Private Financial Support, Program Evaluation, Public Policy, Sociocultural Patterns, Socioeconomic Influences, Systems Analysis, Underemployed, Urban Environment, Urban Population

Identifiers—Job Opportunities in the Business Sector (JOBS), *National Alliance of Businessmen (NAB)

In an examination of the private assumption of public responsibilities, the writer argues that development of the JOBS program occurred relatively smoothly, because the federal government, White House, and a segment of the business community shared a number of assumptions including a willingness to overlook the critical role played by the underemployed in the 1967 riots. In the translation of policy into action, the constraints under which a voluntary business organization operates within the policy process are analyzed with particular attention to the way in which it articulates its goals, coordinates its activities, and evaluates its performance. In the implementation of the program at the local level, Community Service and Community-Power-oriented agencies, with little influence in the planning and formulation of this policy, played critical roles in relation to its implementation. The study concludes that traditional "systems analysis" fails to take account sufficiently of sociopolitical variables, and, as a result, such evaluation deals with only part of the total system, defines the problem inadequately, and understates at least the potential of private assumption of public responsibilities in the manpower field. (NTIS)

ED 081 920 CE 000 148
Montana Labor Mobility Project-6716. Final Report.

Montana State Employment Service, Helena.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-1101

Pub Date Apr 69

Note—65p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 439, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—American Indians, *Employment Services, Job Development, Labor Market, *Mobility, Occupational Guidance, *Occupational Mobility, Population Distribution, Recruitment, *Relocation, Unemployment, *Unskilled Labor, Vocational Counseling
Identifiers—Copper Miners, *Montana

The report is concerned with the third labor mobility project of the Montana State Employment Service. As it had done previously, the project originally intended undertaking relocation of unemployed persons registered with ES offices throughout the state. However, a large layoff of copper miners in the State during the Spring of 1968 made it necessary for the project to pay immediate attention to these laid-off workers, providing relocation assistance in the form of counseling, recruiting, and job development. (NTIS)

ED 081 921 CE 000 149

Toikka, Richard S.

Supply Responses of the Unemployed: A Probability Model of Reemployment. Final Report.

Wisconsin Univ., Madison.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-53-69-45-1

Pub Date Nov 71

Note—200p.; Ph.D. Dissertation, University of Wisconsin

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-204 589, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Employment, Labor Market, Labor Supply, *Models, Older Adults, *Probability Theory, Unemployed, *Unemployment, Wages

Identifiers—*Reemployment

The subject of this study is the process by which unemployed workers are reemployed after a layoff. A theoretical model of job search is formulated with asking price based on number of job vacancies, distribution of offers, value placed on nonmarket activity, cost of search activity, and interest rate. A probability model of reemployment is tested, using Arms Control and Disarmament Agency survey data. The major findings are (a) older workers do poorly after a layoff in long duration of unemployment and low wage on first job accepted, (b) wage level on first job accepted after layoff is positively correlated with education up to the level of bachelors degree and then negative returns set in, (c) managerial and professional workers do better than other groups in maintaining income after layoff. (MS)

ED 081 922 CE 000 150

Thompson, David L. Miles, Guy H.

A Study of Low Income Families: Methodology. Final Report.

North Star Research and Development Inst., Minneapolis, Minn.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-51-25-69-06-4

Pub Date 18 Jul 72

Note—32p.; Fourth in a series of four final reports; For parts 1, 2 and 3, see (PB-211702,3,4); For part 2, see also CE000140

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 705, HC \$3.75)

Document Not Available from EDRS.

Descriptors—Disadvantaged Groups, Family Characteristics, *Individual Characteristics, *Low Income Groups, *Methodology, Questionnaires, Sampling, Welfare Recipients, *Work Attitudes

Identifiers—16 PF, WIN, *Work Incentive Program

This report summarizes the methods used to study a nationwide sample of over 6000 low-income people, both welfare recipients and the working poor. The objectives were: (1) to find out if self-actuated work behavior among low-income people is related systematically to identifiable characteristics of the individual; (2) to develop hypotheses concerning the attributes of the WIN enrollee that will be important in determining his success in WIN; and (3) to investigate certain assumptions about the stability of the low-income family. This report is a summary of the methodology used in the study, including the sampling approach and a description of the survey instruments. (NTIS)

ED 081 923

CE 000 151

Kesselman, Jonathan Rhys

The Impact of Fiscal Redistributive Policies on the Supply of Labor: Five Essays in Economic Theory and Program Design.

Massachusetts Inst. of Tech., Cambridge. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-23-71-19-10

Pub Date May 72

Note—276p.; Ph.D. Dissertation, Massachusetts Institute of Technology; Parts also published in *Journal of Human Resources*, v4 Sum 69; *Western Economic Journal*, v9 Mar 71

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-209 568, MF \$1.45, HC price not quoted)

Document Not Available from EDRS.

Descriptors—Costs, *Economic Research, Economics, *Financial Policy, Guaranteed Income, *Labor Market, *Labor Supply, Models, *Motivation, Overtime, Social Welfare, Wages, Welfare Recipients

Identifiers—*Wage Subsidies

Static and dynamic incentive effects of the following fiscal transfer forms are examined: income subsidy (negative income tax), wage subsidy, categorical income subsidy (work requirement), and overtime wage subsidy. Budgetary costs, aggregate labor-market impacts, and welfare effects are analyzed. A program for categorically combining wage and income subsidies in a comprehensive income-maintenance approach is explored. Extended models of labor supply are studied for their implications about the incentive effects of transfers and the limits of small-scale experimental transfer programs. Job search incentives under various fiscal transfer forms are modeled and compared with empirical findings. Concepts of economic equality and related social welfare functions are examined. Egalitarian fiscal devices such as linear lump-sum transfers and wage tax-subsidies are numerically simulated and theoretically analyzed. (NTIS)

ED 081 924

CE 000 152

Wallace, Phyllis A.

Unemployment among Black Teenage Females in Urban Poverty Neighborhoods.

Metropolitan Applied Research Center, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-41-0-004-34-1

Pub Date Jun 72

Note—169p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-210 210, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Black Community, *Disadvantaged Youth, Employment Problems, *Females, *Ghettoes, Labor Market, Models, *Negro Youth, Peer Acceptance, Peer Groups, Racial Discrimination, *Unemployed, Unemployment, Urban Environment, Work Experience

The peer group network for black teenage females (16-19 years of age) from low income families serves as the powerful interactive mechanism to enable these young women to develop job orientation for themselves and others. Through a group process simulation and guidance model steps can be taken to enter and to remain in the labor market. In New York City and other metropolitan labor markets most delivery systems (educational, social services, manpower programs, and vocational guidance) are not responsive to the needs of low income black youth. Employment hardships experienced by many low income blacks mean marginal existence for their families. Many of these parents and guardians have difficulty in presenting enviable images of working adults. (NTIS)

ED 081 925

CE 000 153

Hubner, Walter Frank

Individual Need Satisfaction in Work and Non-Work: A Comparative Study of the Effects of the Technology and Organization of Work.

Wisconsin Univ., Madison. Industrial Relations Research Inst.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-53-66-69-1

Pub Date 1 Sep 69

Note—239p.; Ph.D. Dissertation, University of Wisconsin

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 892, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Employee Attitudes, Individual Characteristics, Industry, *Job Satisfaction, *Organizational Climate, *Organizational Development, *Work Attitudes

This study attempted to identify the nature of the relationship between organizational variables and attitudinal and behavioral reactions of individuals to employment - WORK. Employee needs, satisfaction, non-work activities, and overall attitudes toward company and work were assessed through responses to questionnaires; and organizational variables were assessed through direct observation and evaluation. Needs were found to be primarily a function of individual variables. Satisfaction was found to be equally dependent upon individual variables and organizational variables. The bureaucratic structure, the technological structure, and size of the organization all had marked effect on satisfaction. Work-orientation of individuals tended to correlate highly with satisfactions. The utilization of non-work time also varied as a function of individual and organizational variables. Most significantly, the greater the structuring of employment work, the greater the time spent in non-work activities directly related to work. (NTIS)

ED 081 926

CE 000 155

Standing, Thomas Edwin

An Application of Information Theory to Individual Worker Differences in Satisfaction with Work Itself.

Bowling Green State Univ., Ohio.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-39-71-11-1

Pub Date Sep 71

Note—147p.; Ph.D. Dissertation, Bowling Green State University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 893, HC \$3.00, MF \$1.45)

Document Not Available from EDRS.

Descriptors—Adjustment (to Environment), *Cognitive Measurement, Feedback, *Individual Differences, Information Processing, *Information Theory, *Job Analysis, *Job Satisfaction, Promotion (Occupational), Task Analysis, Work Environment

Identifiers—*Personal Construct Theory

The job of Steel Mill Inspector was analyzed in terms of the sequential constraints existing among the job's operations. This measure of environmental variability was related to cognitive complexity—a measure of the individual Inspector's ability to process job-related information. As predicted, satisfaction with the work itself was an inverted U-shaped function of cognitive complexity. In addition, cognitive complexity was significantly related to satisfaction with four other aspects of work—supervision, promotions, amount of feedback and amount of say in how the work is done. The investigation supports the notion that worker differences are important in understanding the reactions of workers to job characteristics and to changes in those characteristics which might result from job enlargement and other programs. (NTIS)

ED 081 927

CE 000 157

Approaches to Relocation; North Carolina Mobility Project, 1970-71.

North Carolina Manpower Development Corp., Chapel Hill.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-37-71-04

Pub Date Jun 72

Note—35p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 218, HC \$3.00, MF \$1.45)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Groups, Educational Programs, *Employment Services, Job Development, Labor Force, Manpower Utilization, *Mobility, Negroes, Recruitment, *Relocation, Rural Resettlement, Rural Urban Differences

Identifiers—*North Carolina

This report covers the contract period from October 1, 1970-September 30, 1971. It follows earlier reports and summarizes much that has been learned about assisted relocation of rural workers to urban locations within North Carolina. These developments include attempted linkage with training programs, some successful others not and various techniques tried in recruitment, job development and placement and supportive services. (NTIS)

ED 081 928

CE 000 158

Ehrenberg, Ronald G.

An Economic Analysis of the Demand for State and Local Government Employees.

Massachusetts Univ., Amherst. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-17-71-26-1

Pub Date Dec 70

Note—177p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 894, HC \$3.00, MF \$1.45)

Document Not Available from EDRS.

Descriptors—*Economic Research, Employment, *Government Employees, Labor Market, *Local Government, *Manpower Needs, *State Government, Wages

This study presents estimates of the wage elasticities of demand for state and local government employees. Almost uniformly each functional category of state and local government employee's employment level is shown to be statistically significantly negatively related to the category real and relative wage level. However, the magnitude of these relationships appears quite low. Consequently, although there is evidence that state and local government decision makers respond to market forces in determining their employment portfolios, these market forces do not appear strong enough to prevent public employees from demanding substantial wage increases in the future. (NTIS)

ED 081 929

CE 000 159

Veroff, Joseph And Others

Components of Achievement Motivation as Predictors of Potential for Economic Change, Volume I.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-24-70-15-1

Pub Date Jul 71

Note—200p.; Volume II available as PB-202 825 (CE000200)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 824, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Expectation, *Job Training, Labor Market, *Measurement, *Motivation, *Personality Assessment, Prediction, *Predictive Measurement

The major goal of this research study was the identification and validation of measures of components of personal achievement orientations that can be used in the job training program context. The guiding conceptions for the research were based on Atkinson's theory of achievement motivation, Gurin's investigations of expectancies, and measurement guidelines of psychometric theory. The focus of this study was primarily on the identification and measurement of individual personality characteristics which may play an important role in a job trainees' capacity to obtain and maintain employment. (NTIS)

ED 081 930

CE 000 160

Haffner, Alden N. And Others

A National Study of Assisting Manpower in Optometry.

Optometric Center of New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-34-70-11-1

Pub Date Aug 71

Note—234p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 813, HC \$3.00, MF \$1.45)

Document Not Available from EDRS.

Descriptors—*Ancillary Services, Career Education, *Disadvantaged Groups, *Health Occupations, Health Occupations Education, Health Personnel, *Job Analysis, Manpower Needs, Occupational Clusters, Occupational Information, *Optometrists, Questionnaires, Task Analysis, Vision

As a basis for providing meaningful job opportunities for the disadvantaged in health occupations, this study has investigated the current number, duties, and education and training of ancillary optometric personnel and the projected need for such employees. The study further describes the type of formal training program required to meet the increased public demand for quality of vision care and postulates career ladders for technical occupations in optometry. A stratified sample of the Nation's practicing optometrists was surveyed by mailed questionnaires. Questions were designed to determine the present and potential utilization of ancillary optometric personnel and to reveal the relation of specific job tasks to requisite levels of education and training and capacity for independent action. This information, in turn, has permitted the grouping of job tasks into various job descriptions. (NTIS)

ED 081 931

CE 000 161

Kirschenbaum, Alan B.

Family Mobility: An Examination of Factors Affecting Migration.

Syracuse Univ., N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-34-68-42-1

Pub Date Aug 70

Note—232p.; Ph.D. dissertation, Syracuse University; NTIS indicates marginal legibility. Purchaser may return copy if unusable.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 555, HC \$3.00, MF \$1.45)

Document Not Available from EDRS.

Descriptors—*Career Change, *Career Opportunities, Census Figures, Economic Change, Family Life, *Family Mobility, *Migration

The major purpose of this study was to examine one set of factors affecting family mobility, as well as to ascertain the circumstances influencing a choice of destination. Data employed were based upon the 1960 one-in-a-thousand sample Census. Family unit movement was distinguished from individual movement, as was mobility from migration. Major emphasis was upon the basic determinants of mobility. Overall, it was found that the occupational career cycle, increasing opportunities, and economic stress fostered mobility. (NTIS)

ED 081 932

CE 000 162

Wachter, Michael L.

Relative Wage Determination Among Industries: Some Theoretical and Empirical Results.

Harvard Univ., Cambridge, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-23-68-57

Pub Date Feb 70

Note—252p.; Ph.D. dissertation, Harvard University.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-195 377, HC \$3.00, MF \$1.45)

Document Not Available from EDRS.

Descriptors—Business Cycles, *Economic Research, Labor Market, *Models, *Wages

Identifiers—*Relative Wage Models

This report is concerned with cyclical variation in the relative wages of industries. The determination of relative wages is investigated in three different contexts. The first area deals with a broad overview of the relative wage model where the basic elements are introduced. Second, a more complete relative wage model is developed in the context of the estimation of relative wage equations for each of the two-digit industries. Finally, the relative wage model is tested in a disaggregated, local labor market framework. The data for this study are unpublished wage surveys of firms in the Boston area during the period 1958 through 1969. (NTIS)

ED 081 933

CE 000 163

Engleman, Stephen Robert

An Economic Analysis of the Job Corps.

California Univ., Berkeley. Inst. of Industrial Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-05-69-53-1

Pub Date Aug 71

Note—184p.; Ph.D. dissertation, University of California, Berkeley

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 891, HC \$3.00, MF \$1.45)

Document Not Available from EDRS.

Descriptors—*Age Differences, Cost Effectiveness, *Disadvantaged Youth, *Economic Research, Individual Characteristics, Job Tenure, Multiple Regression Analysis, *Program Evaluation, *Racial Differences

Identifiers—*Job Corps

This dissertation considered the experience of various groups that participated in the Job Corps both during and after their stay in Job Corps. Considerable differences were found between the various race/age and race/religion groups considered. All groups, however, received benefits in excess of costs, with the Benefit/Cost ratios found ranging from 1.96 for the older non-whites to 3.72 for the older whites. The dissertation also includes extensive analyses of the determinants of length of stay in the program, as well as the determinants of post Job Corps earnings. Multiple regression analysis was the primary analytic tool utilized for these purposes. Also, a bibliography is included. (NTIS)

ED 081 934

CE 000 164

Siegel, Jay

Intrametropolitan Migration of White and Minority Group Households.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-05-68-56

Pub Date May 70

Note—119p.; Ph.D. Dissertation, Stanford University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-195 410, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Family Mobility, Housing Patterns, *Metropolitan Areas, Minority Groups, *Models, Occupational Mobility, *Racial Differences, *Residential Patterns

This study focuses on the relationship between the home and job location of the household within the metropolitan area. The primary question asked is what are the important factors in explaining the decentralization of the metropolitan population and, secondly, are there behavioral differences between white and minority group households. A model is developed and tested on households in the San Francisco Bay Area. (NTIS)

ED 081 935

CE 000 166

Risher, Howard W., Jr.

The Crisis in Railroad Collective Bargaining: A Study of the Institutional Impediments to Change in the Industrial Relations System.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-40-70-42

Pub Date Jan 72

Note—599p.; Ph.D. Dissertation, University of Pennsylvania

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-209 926, MF \$1.45, HC price not quoted)

Document Not Available from EDRS.

Descriptors—*Collective Bargaining, Collective Negotiation, Employer Employee Relationship, *Employment Patterns, *Industrial Relations, *Labor Unions, Manpower Needs, *Rail Transportation, Technological Advancement

The rapid technological and employment changes have had a serious impact on the railroad industrial relations system and its manpower. The organization of the collective bargaining system and the Railway Labor Act have seriously impeded rather than aided the meeting of the challenges of these developments. This study recommends a recasting of the bargaining system,

union structure, and the Act itself so that collective bargaining may have an opportunity to assist in meeting these challenges. The events of 1960-1971, and especially the "selective strikes," may be a first step in that direction. (Author)

ED 081 936

CE 000 167

Synder, Jack Howard

Personal and Behavioral Factors Affecting the Supply of the Self Employed.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 69

Note—185p.; Ph.D. Dissertation, University of Wisconsin

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-193 789, MF \$1.45, HC price not quoted)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Doctoral Theses, Employment Practices, *Individual Characteristics, *Job Satisfaction, Labor Supply, Management, *Managerial Occupations, Retraining, Self Esteem, *Success Factors, Vocational Adjustment

Identifiers—*Self Employed

The purposes of this study were: to identify factors differentiating self-employed retail managers who started their business from those who bought their business; to identify factors differentiating self-employed retail managers from all retail managers; and to develop a supply function to predict the number of self-employed from the total population of retail managers. Factors investigated included personal variables (such as age, sex, birthplace, and family data) and behavioral variables (such as satisfaction with business, hours worked, and number of sources of business information). The sample consisted of 200 randomly selected retail managers of Madison, Wisconsin, each of whom was interviewed personally. Results indicated that those who started their own business had greater job satisfaction and more work experience than those who bought their business. In comparing the self-employed manager and all retail managers, the self-employed were in the labor force significantly longer and their self-reliance factor was significantly greater, while the wage and salaried managers had significantly larger business. The development of a supply function to estimate the number of self-employed managers was achieved in a restricted sense. (SC)

ED 081 937

CE 000 169

Purvine, Margaret

The Development of a Source Book on Manpower for Use by Social Workers.

Council on Social Work Education, New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-92-34-70-13-1

Pub Date Mar 72

Note—15p.; sourcebook produced, "Manpower and Employment: A Source Book for Social Workers," available from Council on Social Work Ed., 345 E. 46th St., N.Y. 10017

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-209 241; MF \$1.45, HC price not quoted)

Document Not Available from EDRS.

Descriptors—Information Needs, *Information Utilization, Manpower Development, Manpower Utilization, *Material Development, *Social Work

The project's purpose was to develop a source book on manpower, to be used by social workers to increase their knowledge and enhance their professional skills in this area. The report describes the sources of information used and the problems encountered in developing the source book and discusses ways in which the book can be used in social work education. The report includes the table of contents and a brief summary of each selection in the source book. (Author)

ED 081 938

CE 000 170

Project BOLT—Final Report for the Experimental and Demonstration Phase of the Basic Occupational Language Training Program.

Puerto Rican Forum, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-34-69-28-2

Pub Date Nov 71

Note—94p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-205 424 MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Employment Problems, *English (Second Language), Job Analysis, Language Instruction, *Language Programs, Language Skills, Manpower Utilization, Multilingualism, Puerto Rican Culture, *Puerto Ricans, *Second Language Learning, Sociolinguistics, *Spanish Speaking, Underemployed, Unemployed, Vocational Development

Identifiers—*Basic Occupational Language Training

The Puerto Rican Forum's Basic Occupational Language Training (BOLT) program teaches English language skills to Spanish-speaking people, and Spanish language skills to English-speaking people. Special BOLT curricula emphasize high-skilled instructors, audio-visual and audio-lingual techniques, job-oriented vocabularies, and on-site instruction. Underway for three years, BOLT gives unemployed and underemployed people needed language tools to find and hold good jobs. Research data and follow-up evaluation demonstrate BOLT's effectiveness in teaching a second language, and its value in helping graduates enter the labor market. BOLT programs and language training technical assistance are available to both the public and private sectors from the Puerto Rican Forum. (Author)

ED 081 939

CE 000 171

Slifman, Lawrence

Occupational Mobility of Low Income Workers. Washington Univ., St. Louis, Mo. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-27-69-65

Pub Date Dec 71

Note—152p.; Ph.D. Dissertation, Washington University, St. Louis, Missouri

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-208 340, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Employment Opportunities, *Employment Patterns, *Labor Economics, *Labor Market, Labor Supply, *Low Income Groups, Manpower Needs, *Occupational Mobility, Promotion (Occupational), Sex Differences, Wages

This dissertation is primarily concerned with assessing the impact of changes in the aggregate labor supply-demand balance on the upward occupational mobility of low income workers. The empirical analysis indicates that the size of inter-occupational flows is cyclically sensitive, given relative wages. As the labor market tightens, the proportion of labor income workers moving into more favored occupations increases. It also is found that the demographic variable having the strongest effect on the likelihood of mobility is a worker's sex. The analysis suggests that the probability of upward mobility is systematically related to changes in the degree of labor market tightness. Further it indicates that the supply of labor is flexible and able to adapt to changing labor market needs. (Author)

ED 081 940

CE 000 172

Levin, Teresa Ellen

A Social Psychological Exploration of Power Motivation Among Disadvantaged Workers.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-26-71-21-1

Pub Date Dec 71

Note—286p.; Ph.D. Dissertation, University of Michigan

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-208 245, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Groups, *Individual Power, *Motivation, *Negroes, Social Psychology, Unemployed

Identifiers—*Power Motivation

An extensive review of the literature on the social psychology of social power led to the conclusion that the area contains many unrelated, non-

cumulative theoretical and empirical works. Three conceptual distinctions were introduced to facilitate the systematic study of social power. Effectance motivation was used to describe the joint, often inextricably linked, arousal of power and achievement motivations. Power motivation was distinguished from achievement motivation on the basis of the social and nonsocial goal, respectively, of each motive. Finally, power motivation was conceptualized as based in either fear of having choices usurped by others (negative orientation) or delight in trying to determine the choices of others (positive orientation). Predictions based on speculation about attitudinal and behavioral correlates of each motive and of each orientation were tested with data from 211 black, male respondents assigned to either a job training program or entry level job with a large manufacturing company. Predictions about effectance motivation was significantly associated with feelings of prejudice and discrimination and militancy. Predictions about power and achievement motivation and the orientations toward power were generally supported, even though acceptable levels of significance were not often reached. (Author)

ED 081 941

CE 000 173

Katan, Joseph

The Utilization of Indigenous Nonprofessionals in Human Service Organizations and the Factors Affecting It. An Exploratory Study.

Michigan Univ., Ann Arbor. Dept. of Sociology.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-24-70-57-1

Pub Date 72

Note—294p.; Ph.D. Dissertation, University of Michigan

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-207 711 MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Human Services, Manpower Utilization, *Nonprofessional Personnel, Organization, Organizations (Groups), *Professional Personnel, Role Models, Social Agencies, Social Structure, Task Analysis

This study develops a conceptual framework to guide empirical research on the utilization of indigenous nonprofessionals in human service organizations. The study is divided into six parts: (1) Identifies the different roles of nonprofessionals in organizations and specified factors which help define these roles; (2) Analyzes four studies in light of their bearing on these conceptual problems; (3) Examines five areas of sociological inquiry—organization and environment; professionals; cohesiveness and differentiation among professionals; organizational structure and innovativeness; and attitudes of the poor toward work; (4) Presents and explains the conceptual framework; (5) Describes a systematic field investigation of utilization of nonprofessionals in seven organizations; and (6) Utilizes the findings to evaluate and revise the conceptual framework. (NTIS)

ED 081 942

CE 000 174

Mintz, Warren

A Search for a Successful Agricultural Migrant: An Account of Five Fruit Harvests on the West Coast of the United States.

New York Univ., N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-34-66-18-1

Pub Date Oct 71

Note—266p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-207 121, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Agriculture, *Agricultural Labor Disputes, *Agricultural Laborers, Employer Employee Relationship, Employment Opportunities, *Farm Labor, Job Analysis, Labor Unions, *Migrants, *Migrant Workers, Occupational Information, Rural Economics, Seasonal Laborers, Unskilled Labor

Identifiers—Fruit Picking, *Piecework

The study is focused on four major themes: (1) A search for a population of successful migrants and the ways this population sustains the life of migrancy; (2) The continuing development in the

Agricultural Economy of the large scale agribusiness and the impact of this growth on the employment opportunities of the migrant worker; (3) A detailed description of the work of the fruit picker; and, (4) employer-employee relationships in light of the special problems presented by the system of piece work. Bibliography included. (NTIS)

ED 081 943

CE 000 175

Franklin, Jack L.

Role Performance and Commitment to the Organization.

Indiana Univ., Bloomington. Dept. of Sociology.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-18-17-35-2

Pub Date Jan 72

Note—187p.; Ph.D. Dissertation, Indiana University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-207 345, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Job Satisfaction, Organizational Climate, Organizational Development, *Organizations (Groups), *Productivity, Role Perception, Skilled Workers, Task Performance, *Work Attitudes

Identifiers—*Theory of Compliance

Report examines the relationships between the power exercised by an organization, commitment to the organization, and task performance, using the theory of compliance proposed by Etzioni for the following hypotheses: (1) Organizations relying mostly on normative power tend to elicit more commitment from lower participants than do organizations using mainly utilitarian power. (2) Commitment to the organization has a greater influence on task performance in normative organizations than in utilitarian organizations. (3) Commitment to the informal work group has a greater effect on task performance in normative organizations compared with utilitarian organizations. The first hypothesis is supported by findings; the second receives mixed support and the third is not supported. The theory of compliance is extended and refined to cover findings. Several equations are developed as aids to organizations seeking to increase productivity. (NTIS)

ED 081 944

CE 000 176

Youmans, Rita L. Miller, Arlene

A Study of the Relationship of Overindebtedness and Garnishment to Employability Among Milwaukee WIN Families.

Wisconsin Univ., Milwaukee. Center for Consumer Affairs.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Jan 71

Note—283p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-208 129, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Case Studies, Consumer Economics, Credit (Finance), Employment, *Employment Problems, *Financial Problems, *Money Management, Personnel Evaluation, Welfare Recipients

Identifiers—Garnishment, WIN, *Work Incentive Program

This study was designed to ascertain if removal of the threat of garnishment for back debts would increase the employability of WIN enrollees. The pre- and post-WIN debt records of 75 enrollees in Milwaukee WIN were examined intensively during 1969-70. One group of 25 who anticipated garnishment were given financial counseling and granted loans to consolidate back debts. The changes in debt and the stability in employment of this group of enrollees were compared with those of another 25 who anticipated garnishment and were not given assistance and with a third group who did not anticipate garnishment. Removal of the threat of garnishment did appear to increase the employment stability of the enrollees who were judged to be stable employees, while those who were less stable did not change in job stability by the removal of the threat of garnishment. Evidence derived points up unique individual inter-relationships between employment and debt and other factors that appear to

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affect stability. Sixty case studies are included. (NTIS)

ED 081 945 CE 000 177

Derryck, Dennis A. Lyes, Richard
Modernizing Selection and Promotion Procedures in the State Employment Security Service Agency.

Derryck Associates, Inc., New York, N.Y.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-34-70-23-1
Pub Date Apr 70

Note—109p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-200 454, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Career Change, Employment Level, Employment Opportunities, Employment Qualifications, Feasibility Studies, Job Analysis, Job Development, *Personnel Selection, Professional Personnel, *Professional Recognition, *Promotion (Occupational), Tests

Identifiers—State Employment Security Service Agency

The purpose of this feasibility study was to discover the types of selection and promotion models, strategies, and processes that must be employed if current State Employment Security Service Agency selection practices are to be made more directly relevant to the various populations currently being served. Specifically, the study sought to determine: (1) The constraints currently operating upon the selection processes in various State Employment Security Service Agencies. (2) The types of selection models, strategies, and processes that will aid the State Employment Security Service Agency in improving its selection processes in relation to who gets selected for pre-professional, professional, and executive positions and how this is accomplished in terms of internal promotions and outside recruitment. (Author)

ED 081 946 CE 000 178

North Carolina Manpower Development Corporation Mobility Project.

North Carolina Manpower Development Corp., Chapel Hill.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-87-35-68-06-1

Pub Date Oct 69

Note—489p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 522, MF \$1.45, HC \$6.00)

Document Not Available from EDRS.

Descriptors—Economically Disadvantaged, Job Placement, *Manpower Development, *Manpower Utilization, Models, *Occupational Mobility, *Relocation, *Rural Resettlement, Unemployed, Vocational Counseling

Identifiers—*North Carolina

The purpose of the project was to determine the feasibility of matching severely rural disadvantaged persons in the mountains and coastal plains with full-time employment in the Piedmont area by means of relocation assistance. Farm families with incomes of \$1200 or less, workers discharged for no fault of their own, and workers unemployed for six or more months were eligible to be recruited. Recruiting was done by outreach and house-to-house canvassing. Relocation assistance consisted of counseling, job development, job placement, and housing. Various supportive services were offered such as: information about public health and education services, assistance in money management, assistance in home furnishing. (NTIS)

ED 081 947 CE 000 179

Boikin, Michael Jay
The Effects of Taxes on the Supply of Labor: with Special Reference to Income Maintenance Programs.

California Univ., Berkeley, Dept. of Economics.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-05-69-54-1

Pub Date May 70

Note—175p.; Ph.D. Dissertation, University of California, Berkeley

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 548; MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Decision Making, *Family Income, Labor Conditions, Labor Demands, Labor Standards, *Labor Supply, Models, Statistical Analysis, *Taxes, *Wages

The study builds a theoretical model of the interdependence of the labor supply decisions of family members and applies it to data from the 1967 survey of Economic Opportunity to estimate labor supply curves for population subgroups. The three relevant variables measured are labor supply, wages, and income. The model gives an estimate of the overall response of labor supply to wages and nonwage income. The results are also applied to an analysis of the income redistributive effects of negative income taxes, demogrant and wage subsidies. (Author)

ED 081 948 CE 000 180

Huff, H. Pope Salter, Leo G.
Mississippi Labor Mobility Demonstration Project.

STAR, Inc., Hattiesburg, Miss.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-87-26-66-09-1

Pub Date Oct 69

Note—82p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 755; MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Disadvantaged Groups, Job Development, Job Placement, *Living Standards, *Occupational Mobility, Recruitment, *Relocation, *Rural Areas, Rural Resettlement, Training, Vocational Adjustment, Vocational Counseling

Identifiers—Mississippi

The project concentrated on providing intra-state relocation assistance to disadvantaged rural workers in Mississippi, with a flexible minimum of supportive service. Assistance consisted of counseling, providing housing, travel arrangements, job interviews, job development, financial aid, and recruiting the unemployed. (Author)

ED 081 949 CE 000 181

Helfer, Charles

The Chicago JOBS Labor Mobility Project. Final Report.

Illinois JOBS, Chicago.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-87-15-66-04-1

Pub Date Oct 69

Note—23p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 767, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Economically Disadvantaged, Housing Deficiencies, Housing Discrimination, Housing Needs, Job Training, Mobility, *Negro Youth, Racial Discrimination, *Relocation, *Unemployed, Vocational Counseling

Identifiers—Chicago, *Job Opportunities Through Better Skills (JOBS)

The purpose of the project was to relocate young, poor, unemployed Negroes from the inner core of Chicago to outlying suburban communities in order to provide greater upward mobility. Most were to have completed a JOBS (Job Opportunities Through Better Skills) program of prevocational counseling and skill training. (Author)

ED 081 950 CE 000 182

Harper, Dean H.

The Relationship of Migrant Workers' Attitudes and Behavior to their Work Environment. Final Report.

Rochester Univ., N.Y. Dept. of Sociology.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-34-67-53-1

Pub Date 26 Apr 71

Note—42p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 772, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Agricultural Laborers, *Behavior, Migrant Employment, Migrant Problems, *Migrant Workers, Occupational Aspiration, Subemployment, Underemployed, *Vocational Adjustment, *Work Attitudes, *Work Environment, Work Experience

A survey of the attitudes of migrant farm workers in two upstate New York farm camps revealed that while about two-thirds of them enjoyed farm work, about one-half of them felt that the farm worker had no chance in life and about 60% aspired to earn less than \$1000 for the summer's work. In structured, systematic interviews, workers professed few complaints about farm work, but the open-ended and more intensive interviewing of a few workers revealed that exploitation characterizes nearly every aspect of the farm worker's life. (Author)

ED 081 951 CE 000 183

Orton, Eliot Smith

Inexperienced Workers in the Labor Market.

Cornell Univ., Ithaca, N.Y. Dept. of Economics.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-34-68-14-1

Pub Date Apr 71

Note—157p.; Ph.D. Dissertation, Cornell University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 902, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Employment Experience, *Employment Trends, *Entry Workers, *Experienced Laborers, Laborers, *Labor Market, Labor Supply, *Wages, Work Experience

This report examines the wages and quality of a sample of new hires by large firms (over 500 employees) over a period of seven years. In manual occupations workers with fully qualifying work experience were found to receive entry wages not significantly different from entry wages received by workers with no previous work experience. This placed the inexperienced, less productive workers at a disadvantage and it was found that the proportion of inexperienced workers in the total of new hires decreased when the total number of hires decreased and when the supply of experienced workers increased. In clerical occupations a larger degree of wage differentiation with respect to previous experience was observed and no systematic relationship obtained between the proportion of workers of various skill levels and the number of new hires or the supply of experienced workers. (Author)

ED 081 952 CE 000 184

Brown, Carol Anderson

The Development of Occupations in Health Technology.

Columbia Univ., New York, N.Y. Dept. of Sociology.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-34-68-20-1

Pub Date Mar 71

Note—379p.; Ph.D. Dissertation, Columbia University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-197 690, MF \$1.45, HC \$6.00)

Document Not Available from EDRS.

Descriptors—Certification, *Health Occupations, Health Personnel, Job Analysis, *Job Development, Laboratory Technology, *Labor Economics, *Political Influences, Political Power, Radiologic Technologists, Work Attitudes

The study examined the general question of how the place of an occupation in the economic division of labor becomes shaped and defined. The shaping was seen as basically a political process, a utilization of power in various forms by interested parties acting with the conscious intention of gaining control over the economic activity of themselves and others for the sake of economic benefits. The study examined the health industry as a whole and, specifically, two sub-sectors, the fields of x-ray technology and clinical laboratory technology. Two recently passed licensing laws were examined—the licensure of x-ray technicians in New York State and the licensure of clinical laboratory technicians in New York City. A small survey of technicians in

five hospitals in New York City and Long Island indicated their attitudes toward their occupations. (Author)

ED 081 953 CE 000 185
New Manpower Researchers Conference (September 18-19, 1969).

National Manpower Policy Task Force, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-09-70-03

Pub Date Oct 69

Note—53p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-187 701, MF \$1.45, HC price not quoted)

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Doctoral Theses, *Researchers, *Research Projects

Identifiers—*Manpower Research

The report describes the third in a series of Conferences for New Manpower Researchers. The purpose of the conference is to serve as a forum for the interchange of ideas among 1969 Manpower doctoral grant recipients as a means of broadening their perspective on manpower policy issues. The Conference setting provides participants an opportunity to meet their peers and experienced manpower specialists. The report describes the objectives and planning mechanism for carrying out the Conference, its general format, a summary of the various sessions held, and an evaluation of the program. (AG)

ED 081 954 CE 000 186
Williams, J. Earl

The University and Manpower Educational Services: An Experimental and Demonstration Project.

Houston Univ., Tex. Center for Human Resources.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-46-67-15-2

Pub Date Jul 71

Note—105p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 116; MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Community Involvement, Curriculum Development, Demonstration Projects, *Manpower Needs, *Manpower Utilization, *Program Development, Training, Universities

The goal of the Manpower Educational Services Project at the University of Houston was, in the short run, to explore using a university's capability and position in the community to contribute to the understanding and functioning of manpower programs in its geographic area. In the long run, it was hoped that a permanent center could be established with state and local support and financing. This program included a small college manpower lecture series, a Houston employer program, a series of manpower conferences, and a staff development program for manpower related agencies. Out of this project a permanent center, the Center for Human Resources, has evolved. This Center offers technical assistance, training and orientation, information services, and research to the community and is currently developing a college curriculum in manpower which should be available by the fall of 1971. The results of this showed that it is possible to take a relatively small contract which calls for services necessary to the development of a manpower related center, and given time, achieve the more important long run objective, the development of a major manpower resource in the form of a manpower related center on a university campus. (Author)

ED 081 955 CE 000 187
Levitan, Sar A. Glenn, Lowell M.

New Manpower Researchers Conference (4th, September 24-25, 1970).

National Manpower Policy Task Force, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-11-71-03-1

Pub Date Oct 70

Note—66p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 286; MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Conference Reports, Conferences, *Doctoral Theses, Manpower Needs, Manpower Utilization, Researchers, *Research Projects

Identifiers—*Manpower Research

This report describes the fourth in a series of annual conferences of doctoral candidates who have received dissertation research grants from the Manpower Administration. These conferences are designed to provide opportunities for the candidates to discuss their work with each other and to meet senior manpower specialists. In the 1970 conference, the participants included 39 candidates and four grantees who had received their Ph.D.'s and whose dissertations were discussed at the conference. (Author)

ED 081 956 CE 000 188

Huff, Stanley Warren

Hiring Practices, Hiring Standards, and Wage Differentials for Laborers and Clerical Workers in a Small Labor Market.

Princeton Univ., N.J. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-32-66-20-1

Pub Date May 71

Note—338p.; Ph.D. Dissertation, Princeton University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 131, MF \$1.45, HC \$6.00)

Document Not Available from EDRS.

Descriptors—*Clerical Workers, Economic Research, *Employment Practices, Individual Characteristics, *Laborers, Labor Market, Multiple Regression Analysis, Recruitment, *Salary Differentials, *Wages

This study analyzes the recruitment, selection and compensation of laborers and beginning clerical workers in the Wheeling and Steubenville-Weirton areas during the middle 1960's. The validity of various assumptions regarding the tie between workers characteristics, adjusted wages offered, and recruitment methods was tested and the impact of other factors on an establishment's location, applicant-hire ratio and replacement needs was noted. Results of the regression analysis reveal some connection between variation in characteristics of workers and their adjusted wage rates, though insufficient to explain all wage variation. The non-parametric test results are varied. High wage establishments generally obtain more preferred workers, through preferred hiring channels. Various non-wage variables affect the ability to hire preferred workers more so for laborers, less in the case of clerical workers. The impact of these variables is often more noticeable for high-wage employers. (NTIS/SA)

ED 081 957 CE 000 189

Parker, Carl Dean

The Determinants of Hours of Work of Low-Income Family Heads: A Statistical Analysis.

Oklahoma State Univ., Stillwater.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-38-70-31-1

Pub Date Jul 71

Note—179p.; Ph.D. Dissertation, Oklahoma State Univ.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 128, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, Economic Research, *Heads of Households, Income, Labor Supply, *Low Income Groups, Models, Motivation, Multiple Regression Analysis, *Statistical Studies, Welfare Recipients, *Working Hours

The purpose of this dissertation is to estimate the relation between hours worked and sources and levels of income as well as other market and personal factors for selected groups of low-income family heads grouped into four categories conforming to expected welfare eligibility requirements. Multivariate least-squares regression techniques utilizing cross section data from the 1967 Survey of Economic Opportunity and a variant of work-leisure choice model are used to

estimate the labor supply relation. Special consideration is given to the extent of intercorrelation and interaction of the wage and income variables with other selected explanatory variables. Also, a major effort is directed at computing wage and income effects and elasticities. (Author)

ED 081 958 CE 000 190

Hines, Robert James

An Econometric Model of External Labor Supply to the Establishment Within a Confined Geographic Market.

Cornell Univ., Ithaca, N.Y. Graduate School.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Sep 70

Note—162p.; Ph.D. Dissertation, Cornell University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-193 790, MF \$1.45)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, *Economic Research, *Entry Workers, Geography, *Labor Market, *Labor Supply, Models, *Wages

The study conducted in the Buffalo, New York standard metropolitan statistical area, was undertaken to formulate and test a simple model of labor supply for a local labor market. The principal variables to be examined to determine the external supply function of labor to the establishment are variants of the rate of change of the entry wage and rate of change of the numbers of employed hourly workers in the establishment. The results of the investigation indicate that labor markets, when defined as relatively small geographic areas, have a stable long-run supply function that relates the annual rate of change in the establishment labor force to the annual rate of change of the hourly wage paid to the entry worker. (AG)

ED 081 959 CE 000 191

Flanagan, Robert Joseph

A Study of International Differences in Phillips Curves.

California Univ., Berkeley.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-05-68-70

Pub Date 1 Jul 70

Note—269p.; Ph.D. Dissertation, University of California, Berkeley

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-194 418, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Developed Nations, Doctoral Theses, Income, *Industrial Relations, Labor Market, National Demography, *Unemployment, *Wages

Identifiers—*Phillips Curve Theory

The objective of this study was to determine why the United States has experienced a higher rate of unemployment in the post-war period than other countries at similar stages of development. The study reviewed the Phillips Curve Theory—the theory underlying wage and price changes—and the development and post-war characteristics of labor market organizations and the industrial relations systems in the United States, Great Britain and Sweden. Aggregate wage and price change equations were estimated in each of the sample countries and the implied trade-offs between wage or price inflation and the unemployment rate were derived. The model developed was applied to data in order to estimate the coefficient in each country and observed international differences in turnover were explained. Two general policy measures, income policy and labor market policies, which have been widely applied during the period under study were assessed. (Author)

ED 081 960 CE 000 192

Donovan, John C.

British Manpower Policy and the Process of Institutional Change.

Bowdoin Coll., Brunswick, Maine.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-21-69-43

Pub Date 24 Aug 70

Note—125p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-194 699, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Economics, Educational Programs, *Financial Policy, Government Employees, Interviews, *Manpower Needs
Identifiers—*Great Britain

This study of the British manpower situation was based on investigations in the field (interviews and discussions with British government and university officials) during the period September 1969-July 1970. The study surveys British training programs and manpower policy in terms of the overall objectives of British economic policy. (Author)

ED 081 961 CE 000 193

Forthman, Robert Crooks
Hardcore Youth Unemployment.
California Univ., Berkeley.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-05-70-22

Pub Date Oct 70

Note—323p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-194 738, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Counseling Services, *Cultural Background, *Employment Problems, Employment Services, *Human Services, *Low Income Groups, Social Work, Unemployed, *Youth Employment, Youth Problems

This action research project examined the culture of a low-income white youth population in San Pablo, California, and attempted to assist certain youth with employment problems. From May 1, 1969 through August 31, 1970 approximately 100 unemployed youths between the ages of 14 and 24 were located and offered various individual and group social work services. During the course of the study, meetings were held in public facilities and the home of one of the members. It was assumed that group methods of intervention supplemented by flexible individual social work services would facilitate study of the culture of these youth and assist some individuals into jobs and better work adjustment. A great deal of information about the culture was gathered but there was no substantial evidence that services improved employability. (Author)

ED 081 962 CE 000 194

Spelman, William Eugene

Projections of Occupational Requirements for Kansas in 1980.

Kansas State Univ., Manhattan. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-18-70-17

Pub Date Sep 70

Note—175p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-194 743, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Economics, *Industrial Personnel, Input Output Analysis, *Manpower Needs, Manpower Utilization, Models, Occupational Clusters, *Planning, Prediction, *Predictive Measurement, Predictor Variables, Productivity, State Surveys
Identifiers—*Kansas

The objective of this study was to quantify the occupational structure of the Kansas economy and to develop a methodology for forecasting occupational requirements in 1980 for the State. The empirical results of this study are designed to serve as a basis for manpower planning. The Kansas input-output model was employed to project the output levels for each industry-classification in the State economy by 1980. The output levels for each industry were estimated by projecting the level of final demand in 1980 to determine the interindustry requirements to produce such a level of final demand. The level of employment required to produce the output can be estimated by considering the rate of productivity change for each industry. (Author)

ED 081 963

CE 000 195

Goldfarb, Robert Hamermesh, Daniel

A "New" Approach to Local Labor Market Analysis: A Feasibility Study.

Yale Univ., New Haven, Conn. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-07-68-48

Pub Date Jun 70

Note—61p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-193 098, MF \$1.45)

Document Not Available from EDRS.

Descriptors—Data Collection, *Feasibility Studies, Information Sources, Job Tenure, *Labor Market, Occupational Information, *Personnel Data, Wages
Identifiers—Connecticut, *New Haven

This report describes research on the New Haven labor market carried out during the summer and fall of 1969 and the spring of 1970. The aims of the research were to develop further the theoretical approach to micro-labor economics in a local labor market and to test the feasibility of collecting data from local firms which could be used to test and to extend the micro theory. The report is divided into three parts. In the first section analyses are presented of some of the data collected. The second section discusses some details of data collection. The last section presents a theoretical analysis of the way a firm might go about setting wages in a local labor market. (MS)

ED 081 964

CE 000 196

Oaxaca, Ronald L.

Male-Female Wage Differentials in Urban Labor Markets.

Princeton Univ., N.J. Industrial Relations Section.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-32-70-01-1

Pub Date Jun 71

Note—157p.; Ph.D. Dissertation, Princeton University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 974, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Economic Opportunities, *Labor Market, Multiple Regression Analysis, Predictor Variables, Racial Discrimination, *Salary Differentials, Sex Differences, *Sex Discrimination, Urban Areas, *Wages, *Working Women

This study is a cross-section regression analysis of male-female wage differentials in urban labor markets. Data for the study were obtained from the 1967 Survey of Economic Opportunity. A prime objective of this dissertation is to determine how much of the observed male-female wage differential can be attributed to the effects of discrimination in the labor market. A discrimination coefficient is introduced as a measure of the effects of discrimination and thus becomes a key parameter to be estimated. The findings of this study show that discrimination accounts for approximately seventy-four percent of the male-female wage differential for whites and ninety-two percent for blacks. Other empirical results suggest that sex discrimination is less in government employment, that job opportunities for females are relatively greater in larger urban areas, and that females are unlikely to respond to the possibilities of migration in the manner commonly ascribed to male heads of households. (Author)

ED 081 965

CE 000 197

Bowen, Donald D.

An Evaluation of Motivational Similarity in Work Groups.

Yale Univ., New Haven, Conn. Dept. of Administrative Sciences.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-07-69-46-1

Pub Date Jun 71

Note—296p.; Ph.D. Dissertation, Yale University
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-200 291, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Behavior Patterns, Cultural Differences, *Group Behavior, Group Norms, Job Satisfaction, *Motivation, National Norms, *Organization, Personality Studies, *Personality Theories, Personnel Selection, *Work Attitudes
Identifiers—*Organizational Research

For some time, cultural anthropologists have attempted to explain regularities of behavior in large groups (nations, tribes, etc.) through a series of studies generally known as "national character" or "modal personality" studies. The investigation reported here attempts to adapt the "modal personality" approach to organizational research. The major criticisms of earlier research in the anthropological tradition are reviewed and several suggestions are generated for developing a modal personality approach to organizational research. (Author)

ED 081 966

CE 000 198

Trumble, Robert Roy

Prediction Models for Institutional Training Programs Under the Manpower Development and Training Act.

Minnesota Univ., Minneapolis.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-25-70-59-1

Pub Date Jun 71

Note—233p.; Ph.D. Dissertation, University of Minnesota

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-200 453, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Educational Programs, Job Placement, *Manpower Development, Manpower Utilization, *Mathematical Models, Models, Personnel Selection, *Predictor Variables, Statistical Analysis, *Success Factors
Identifiers—*Manpower Development and Training Act

Eight models for manpower utilization programs were developed that can indicate variables which differentiate successful Manpower Development and Training Act trainees from unsuccessful ones and that suggest program modifications in selection, placement, or services. (Author)

ED 081 967

CE 000 199

Hillsman, Sally Turnbull

Entry into the Labor Market: The Preparation and Job Placement of Negro and White Vocational High School Graduates.

Columbia Univ., New York, N.Y. Dept. of Sociology.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-34-68-47-1

Pub Date Dec 70

Note—543p.; Ph.D. Dissertation, Columbia Univ.
Available from—National Technical Information Service, Springfield, Va. 22151 (PB-196 824, MF \$1.45, HC \$6.00)

Document Not Available from EDRS.

Descriptors—Career Choice, Caucasians, Cross Cultural Studies, Economic Status, *Entry Workers, High School Graduates, *High School Role, Job Placement, Labor Market, Negro Youth, *Occupational Choice, Occupational Guidance, Puerto Ricans, *Racial Discrimination, Vocational Counseling, *Vocational High Schools

This study is concerned with the role of educational institutions as mechanisms of labor market selection, in particular the role of high schools for terminal graduates. The aspects of this process under primary concern are racial differences in economic achievement generated and sustained by educational institutions in their capacity as gatekeepers to the economy. The study examined the economic situation of a group of urban youth—white, Negro and Puerto Rican New York City vocational graduates—at their point of entry into the labor market and during their early career years. Employment and earnings data obtained from their Social Security records was used. The study describes the High School of Fashion Industries in New York City, a vocational high school, and demonstrates the outcome of strategic decision-making processes in the careers of students attending the school and explains how these outcomes come about in terms of the operation of the school. (Author)

ED 081 968

CE 000 200

Veroff, Joseph And Others

Components of Achievement Motivation as Predictors of Potential for Economic Change, Volume II

Michigan Univ., Ann Arbor. Survey Research Center.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-24-70-15-2

Pub Date Jul 71

Note—78p.; Volume I available as PB-202 824 (CE000159)

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 825, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Expectation, *Job Training, Labor Market, *Measurement, *Motivation, *Personality Assessment, Prediction, *Predictive Measurement

Volume I is the narrative and statistical account of a study identifying and measuring individual characteristics which may influence a job trainees' capacity to obtain and maintain successful employment. (CE000159). This is Volume II which contains appendix materials: Appendix A-Interview, B-Job History, C-Behavior Instructions and Score Sheet, D-Respondent Letters, E-Replication of Sommerfield Research (1969). (MS)

ED 081 969

CE 000 201

Miles, Guy H.

Developing Model NYC Programs for Rural Youth. Final Report.

North Star Research and Development Inst., Minneapolis, Minn.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-41-1-001-27-1

Pub Date 27 May 71

Note—156p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 826, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Demonstration Programs, Employment, Geographic Regions, *Program Development, Rural Areas, *Rural Education, Rural Urban Differences, *Rural Youth

Identifiers—Iowa, Minnesota, Nebraska, *Neighborhood Youth Corps

This report covers the first phase of a three-phase research program entitled "Developing Model NYC Programs for Rural Youth". The report contains three sections. The first section, "An Experimental Rural Youth Program for the North Central States" contains a detailed description of the general framework of a program for rural youths living in the North Central states. This section also constitutes the tentative guidelines for operating model projects within this framework. The second section, "Model Projects for an Experimental Rural Youth Program" designates three sites in which model projects can be tested, and outlines the kinds of model projects that are planned, including projected enrollment levels and budgets. The third section consists of three operating handbooks. (Author)

ED 081 970

CE 000 202

North, David S.

Alien Workers: A Study of the Labor Certification Program.

TransCentury Corp., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-11-71-08-1

Pub Date Aug 71

Note—207p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 827, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Certification, *Immigrants, Labor Conditions, *Labor Laws, Labor Legislation, *Labor Market, Labor Standards, Manpower Utilization, Policy

This is a report of a study of U.S. immigration policy as administered by the Department of Labor's labor certification program. The report provides a history of the program, describes its operation, and analyzes its impact on the labor market. (Author)

ED 081 971

CE 000 203

Rea, Samuel Arthur, Jr.

The Supply of Labor and the Incentive Effects of Income Maintenance Programs.

Harvard Univ., Cambridge, Mass. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-23-70-24-1

Pub Date Aug 71

Note—281p.; Ph.D. Dissertation, Harvard University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 351, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Economic Research, *Guaranteed Income, *Labor Supply, Motivation, *Simulation, *Unemployment, Working Hours

The theory of labor supply is analyzed with special attention to the relation between labor supply and unemployment. Techniques for simulating the effects of transfer programs are developed. The literature on the supply of hours and the effects of income taxes, Social Security, and public assistance is reviewed. Supply functions for those age 25 and over are estimated, and the supply response to eleven alternative negative income tax plans is simulated. A \$2400 guarantee for a family of four with a 50% tax rate is estimated to reduce hours supplied by the recipients by 12% and decrease the number in the labor force by 21%. The Social Security retirement test is found to have no effect on hours supplied. (Author)

ED 081 972

CE 000 204

Welch, Finis

An Analysis of (1) The Cyclical Stability of Aggregate Employment and (2) The Effects of Federal Minimum Wage Legislation on Teenage Employment.

National Bureau of Economic Research, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-34-70-58-1

Pub Date Jul 71

Note—33p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 404, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Business Cycles, *Employment Patterns, *Federal Legislation, *Minimum Wage Legislation, Models, *Youth Employment

(1) Estimates of the "typical" industrial distribution of fluctuations in total U.S. Employment about long run trends are provided with evidence of secular drift that results in employment becoming less sensitive to changes in G.N.P. (2) A Model is presented to analyze the effects of minimum wage legislation with uneven industrial coverage on the aggregate wage distribution and the industrial distribution of employment. While empirical evidence is not included, the analytical implication is that these policies can be most harmful to those who have the lowest earning capacity. (Author)

ED 081 973

CE 000 205

An Experiment in Employer-Sponsored Day Care. Final Report.

Nellum (A.L.) and Associates, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-09-70-05-1

Pub Date Aug 70

Note—120p.; Certain pages are not reproducible. Available from—National Technical Information Service, Springfield, Va. 22151 (PB-198 985, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Child Care Centers, *Childhood Needs, *Day Care Programs, Evaluation Techniques, Models, Mothers, Parent Child Relationship, *Preschool Children, *Working Women

Identifiers—*Employer Sponsored Day Care

The report describes the need of working mothers for day care, the meaning of day care for employers in Government, business, and industry,

the importance of employer-sponsored child day care to the Department of Labor, and objectives of the Department's child day care center. The evaluation design provides for an analysis of the project as it relates to the employer, employees, and child. Included is (1) an evaluation of the program planning, facilities, recruitment, selection, and placement of children and staff and follow-up services to and involvement of parents; and (2) an in-depth analysis of the program's specific objectives to determine if and how they were being met, and ways in which the implementation could be improved as a model for duplication by other employers. (NTIS)

ED 081 974

CE 000 206

A Program for the Utilization of the Evansville Rehabilitation Center for Manpower Training—Phase I and II. Final Report.

Rehabilitation Center, Inc., Evansville, Ind.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-16-66-42-1

Pub Date Sep 70

Note—146p.

Available from—National Technical Information Service, Springfield, Va. 22151. (PB-199 087, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Geographic Regions, *Motivation, Poverty Programs, Psychological Evaluation, Retraining, *Rural Population, Rural Urban Differences, *Underemployed, *Unemployed, Vocational Counseling, *Vocational Rehabilitation

The purpose of this project was to attempt to assist chronically unemployed and underemployed individuals in Evansville, Indiana, and the surrounding southwestern Indiana rural counties toward greater productivity. The objectives of the project included: (1) motivation of unemployed individuals and their families to make use of available rehabilitation and training facilities; (2) through evaluation of interest, aptitude and employment potentials; (3) supportive counseling; (4) assistance to individuals to enter training programs; (5) assistance to those ineligible for existing training programs in the form of motivation, work adjustment or work tolerance programs. The project also sought to determine differences between rural and urban hard core unemployed. (Author)

ED 081 975

CE 000 207

New Careers: Making Post-Secondary Education More Accessible to New Careerists. Report of a One-Day Working Conference (November 12, 1968).

Mobilization for Youth, Inc., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-34-66-25-1

Pub Date Jul 69

Note—63p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 723, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Education, *Conference Reports, Conferences, *Educational Development, *Health Occupations, Health Occupations Education, *Human Services, *Post Secondary Education, Poverty Programs

The purpose of the one-day working conference, held November 12, 1968, was to examine constructively the ways in which the present educational systems must change, the strategies for change already underway, specific steps that can be taken, and by whom, to make health careers more available to the poor. The accessibility of post-secondary education was singled out because virtually all human services career advancement demands it. The single day's discussion focused on health occupations as a prototype for human service careers. The conference was made up of persons who could be instrumental in effecting institutional changes to help new careerists. Social Health Technicians and their employees were also represented. (Author)

ED 081 976

CE 000 208

Gramm, Wendy Lee

A Model of the Household Supply of Labor over the Life Cycle: The Labor Supply Decision of Married School Teachers.

16 Document Resumes

Northwestern Univ., Evanston, Ill. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-15-70-18-1

Pub Date Jun 71

Note—190p.; Ph.D. Dissertation, Northwestern Univ.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-200 513, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Child Rearing, Doctoral Theses, *Economic Research, Labor Supply, *Marital Status, *Models, Teacher Persistence, *Teacher Supply and Demand, *Women Teachers, Working Women

We analyze the labor supply decision of married women, husband present, qualified to teach school. We are especially concerned with how the ages of children in the family affect the wife's supply of labor over time. We develop a utility-maximizing model of the household where household utility (a function of total consumption, leisure of the husband, leisure of the wife, and time) reflects the varying influence that children of different ages have on the household. This function is specified and household demand functions are derived. The data used in the empirical work are based on a survey of married women qualified to teach in the Chicago area. This survey is described in the study. Regression analysis and discriminant analysis are used to study the determinants of the wife's labor supply decision. Implications for policy are drawn in the concluding chapter of this study. (Author)

ED 081 977 CE 000 209

[A Program to Prepare Older Workers for Retirement and Interest Community Groups in Pre-Retirement Planning.] Second Annual Report, September 1, 1968 to August 31, 1969. Drake University Pre-Retirement Planning Center. Drake Univ., Des Moines, Iowa. Pre-Retirement Planning Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Commission on Aging; Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-17-67-57-1

Pub Date Aug 69

Note—228p.; For First Annual Report, see CE 000217

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 526, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Community Organizations, Estate Planning, *Older Adults, *Planning, *Program Content, Program Design, *Program Development, Program Evaluation, *Retirement

Identifiers—*Preretirement
The project was designed to develop, and evaluate the effectiveness of a pre-retirement planning program. The project, in its second year of operation, has had 575 participants who attended a seven-week series of programs covering the topics of employment after retirement, estate planning, company fringe benefits, continuing education, investments, Social Security-Medicare, and psychological aspects of retirement. Individual pre-retirement counseling was also provided. The changing attitudes and the levels of participation of the clients are examined through the use of questions designed at the project and by other sources. (Author)

ED 081 978 CE 000 210

Commins, William D.
Social Security Data: An Aid to Manpower Program Evaluation.

Planning Research Corp., McLean, Va.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-05-68-06-1; PRC-R-1543

Pub Date Nov 70

Note—49p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-200 455, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Cost Effectiveness, *Data Analysis, Manpower Development, *Manpower Utilization, On the Job Training, *Program Evaluation

Identifiers—*Social Security

The report examines the potential of Social Security Administration data for manpower training evaluation. It assesses the utility of SSA data for comparing the economic gains of on-the-job training and institutional trainees before and after training. The methodology developed incorporates multiple correlation analysis, analysis of variance, and F-ratios and proportions of explained variation as measures of significance. The report notes general information about the nature and limitations of these data. Some of the problems of benefit measurement are discussed and a description of the data sources is provided. (Author)

ED 081 979 CE 000 212

Boys Residential Youth Center (Effect of Innovative, Supportive Services in Changing Attitudes of "High Risk" Youth). Final Report.

Boys Residential Youth Center, New Haven, Conn.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-07-66-64-1

Pub Date Feb 69

Note—334p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 502, MF \$1.45, HC \$6.00)

Document Not Available from EDRS.

Descriptors—*Behavioral Counseling, Behavior Change, *Changing Attitudes, *Disadvantaged Youth, Family (Sociological Unit), *Males, *Residential Centers, Vocational Counseling, Youth Employment, Youth Problems, Youth Programs

Identifiers—Manpower Programs

The Residential Youth Center, based in the inner city, was established to house those "high risk" youths who were not being reached by existing manpower programs. The staff consisted of indigenous, nonprofessional personnel who worked intensively with families. The project was able to effect tremendous behavioral changes in dozens of 16-21 year old male youth who were subsequently enrolled in manpower programs. (Author)

ED 081 980 CE 000 213

An Experiment in Reducing Chronic Unemployment among the Physically Handicapped, Final Report.

Rancho Los Amigos Hospital, Inc., Downey, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-05-66-36-1

Pub Date Jul 70

Note—82p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 283, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Females, Personnel Evaluation, *Physically Handicapped, *Sheltered Workshops, Special Health Problems, *Unemployment, Vocational Counseling, *Vocational Rehabilitation

The original purpose of this project was to demonstrate that the use of intensive counseling services in a hospital workshop along with work activity could provide a basis for easing chronic unemployment among the physically handicapped. Phase II, which this report covers, concentrated on the same objective, but broadened the scope of the project to include females and the more severely disabled. Phase II utilized four techniques to increase the employability of the enrollees: (1) using the workshop as well as other hospital stations to assess the enrollees' ability to compete for employment; (2) using paraprofessionals and former project graduates; (3) developing relationships between public and private agencies and the project; (4) using multiple counselor and videotape techniques. (Author)

ED 081 981 CE 000 214

Project GET SET (Group Employability Training Specialized Educational Tasks). Application of Primary Vocational Life Skills Training to an Out-of-School, Out-of-Work Delinquent Population.

Youth House, Inc., Bronx, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-34-66-85-1

Pub Date Feb 69

Note—268p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 489, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Career Planning, Corrective Institutions, Delinquents, Disadvantaged Youth, *Dropout Programs, Occupational Information, *Remedial Instruction, Simulated Environment, Unemployed, *Vocational Education, Work Attitudes

Project GET SET was designed to train and orient 300 youths held in Youth House juvenile detention center in primary vocational tasks, provide remedial education, and expose them to an innovative technique for upgrading their cultural deficiencies. The Life Skills Education concept provided the youth with (a) background information on a particular work area; (b) orientation sessions to stimulate interest and questions about a particular job; (c) a field trip to the work area with a behind-the-scenes look at both the working process and the workers involved; and (d) construction of a simulated work environment, with a reinforcement of the work orientation values by role playing the activities of those just observed. (MS)

ED 081 982 CE 000 215

Proprietary Products: Project Earning Power, Experiment in Developing Outlet in Competitive Market for Products of Sheltered Workshop.

President's Committee on Employment of the Handicapped, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-15-66-95

Pub Date Jun 70

Note—125p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 383, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Design, *Handicapped, Handicapped Students, Industrial Arts, *Marketing, Merchandise, Information, Production Techniques, *Rehabilitation Centers, *Sheltered Workshops, Technical Education

Identifiers—Project Earning Power

The objective of the project was to combine the talents of leading volunteers from the private sector (specifically those in design, marketing, and production), in order to determine if proprietary products could be developed and produced by sheltered workshops and then marketed competitively. Volunteer task forces with small permanent staffs were established in New York, Chicago, and Los Angeles, and were assigned to various sheltered workshops in these areas. Together with the workshop personnel they designed products to be made, set up production schedules and coordinated marketing procedures. It was found that proprietary product is not at this time an adequate vehicle to meet the most pressing work-related needs of sheltered workshops for the handicapped. (Author/MS)

ED 081 983 CE 000 216

The Aging Worker: Insights into the Massachusetts Problem.

John F. Kennedy Family Service Center, Inc., Charlestown, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date May 69

Note—103p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 176, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adults, Employment Opportunities, *Employment Problems, Employment Services, *Human Services, *Job Development, *Job Placement, Manpower Development, *Older Adults

The report discusses the problems of the older worker (those 45 and older) in obtaining and maintaining employment in the state of Massachusetts. It also assesses the feasibility of redirecting and reactivating the older worker toward employment with the aid of job counseling and placement, job development, and comprehensive supportive services such as medical, surgical, dental, and psychiatric care. (Author)

ED 081 984

CE 000 217

A Program to Prepare Older Workers for Retirement and Interest Community Groups in Pre-Retirement Planning. First Annual Report. June 1, 1967 to August 31, 1968.

Drake Univ., Des Moines, Iowa. Pre-Retirement Planning Center.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Commission on Aging; Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-17-66-61-1

Pub Date 31 Aug 68

Note—202p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 495, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Administrative Personnel, Community Programs, Employment, Government Employees, Industrial Personnel, Labor Unions, *Manpower Utilization, *Older Adults, Professional Personnel, *Retirement, *Work Attitudes

Identifiers—*Preretirement

The purpose of this program is to develop methods for aiding older employed workers in preparing for retirement and possible retirement employment. The Drake Project jointly funded by the Administration on the Aging is conducting sessions in-plant through release time arrangement often on cooperation with the recognized bargaining agent. Other sessions are held at the University with participants from the community at large. The goal of the project is to help prepare the worker approaching retirement to begin gradually to replace the normal work role with a satisfactory retirement role. Participants are divided into 5 groups (Industrial, Business, Governmental, Professional and Community at Large). (Author)

ED 081 985

CE 000 218

Rosen, Hjalmar

On-the-Job Orientation of Unemployed Negro Skill Center Trainees and Their Supervisors. Final Report.

Wayne State Univ., Detroit, Mich.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-24-68-35

Pub Date 1 Jun 70

Note—167p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-192 568, MF \$1.45)

Document Not Available from EDRS.

Descriptors—*Employer Employee Relationship, Females, *Negroes, *On the Job Training, Orientation, *Program Evaluation, Role Playing, *Skill Centers, Supervisors, Trade and Industrial Education, Unemployed, Work Attitudes

The problems inherent in employing hard-core unemployed Negroes and the optimal locus of on-the-job orientation to integrate such employees into the work force were subjects of this study. It focused on young Negro females who, because of their inability to meet selections minimums for job entry, had a high potential for chronic unemployment. Among the conclusions of the study were that sanctions for absenteeism in a training center cannot parallel those on the job, that there is a serious question whether utilization of any on the job orientation is desirable to integrate the special employee into the world of work, that management's concern is apt to be more with organizational welfare than societal, and that intervention with normal work schedules for skill training sessions will create antagonism among company personnel. This project used role playing questionnaires, demographic surveys and other techniques which are fully reported in the second section. (MS)

ED 081 986

CE 000 219

Sutker, Sara Smith

Relationship Between Changing Residence Location and Labor Force Performance for Black New Resident Households for an Inner Suburb.

Missouri Univ., St. Louis. Center for Community and Metropolitan Studies.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-29-71-29-1

Pub Date Feb 72

Note—116p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-209 569, MF \$1.45, HC price not quoted)

Document Not Available from EDRS.

Descriptors—Family (Sociological Unit), *Family Mobility, *Labor Force, Middle Class Culture, Migration Patterns, *Negro Achievement, Negro Education, Negro Employment, *Negro Housing, Suburban Environment, *Suburban Housing, Urban Environment, Working Women

Identifiers—*Home Owners

The objective of the study is to examine the effects which buying and moving to a house in a middle-class suburb may have on a black family: the extent to which the head and spouse are fully employed, the occupational level of their jobs, and whether workplaces are located in areas of expanding opportunity. Interviews were conducted in 1971 among 155 black husband-wife families who had moved from St. Louis to purchased homes in the suburb of University City in 1969. They differ from their neighbors principally by being younger, with expanding families more likely headed by a person with a blue-collar occupation. They are better educated than their inner city counterparts and more of the wives are employed. Statistical tables are provided in support of these and other conclusions. (AG)

ED 081 987

CE 000 220

Futrasky, David And Others

Upward Mobility Through Job Restructuring. Vol. II. Instructor's Guide for Task Analysis and Job Restructuring.

Civil Service Commission, Washington, D.C. Bureau of Training.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-09-70-34-2

Pub Date Jun 72

Note—148p.; For Vol. I, see CE 000 137

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 712, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Career Ladders, Government Employees, Guidelines, *Improvement, Job Analysis, *Job Development, Job Training, Occupational Mobility, Personnel Selection, *Task Analysis, *Teaching Guides, *Work Simplification

This report grew out of the Contractor's work with three Federal agencies to restructure jobs in selected occupational fields and make necessary changes in training, selection, and other manpower practices in order to: (1) enable employees in lower grades to progress to higher grades not customarily filled by promotion from the lower levels; and (2) provide guidelines for the Federal Civil Service generally as to the feasibility, desirability, and methods of facilitating such upward mobility. This volume is designed to be used by instructors conducting a four-day course in the above process for State and local government officials, and thereby to assist them in fulfilling those assurances related to personnel systems required by the Emergency Employment Act. (Author)

ED 081 988

CE 000 221

Goodale, James G.

Background Characteristics, Orientation, Work Experience, and Work Values of Employees Hired from Human Resources Development Applicants by Companies Affiliated with the National Alliance of Businessmen.

Bowling Green State Univ., Ohio. Dept. of Psychology.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-37-70-53-1

Pub Date Aug 71

Note—61p.; Ph.D. Dissertation, Bowling Green State Univ

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-202 941, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, Cultural Background, *Disadvantaged Groups, Doctoral Theses, Educational Background, Human Resources, *Individual Differences, Job Training, Socioeconomic Background, *Training Objectives, *Work Attitudes, Work Experience

This study sought to describe how work values of 110 disadvantaged persons differ from those of 180 regularly employed, unskilled and semiskilled subjects, to identify biographical correlates of work values endorsed by the hard core, and to detect changes in work values as a function of training. Data were gathered via questionnaires and interviews. Hard-core trainees differed markedly from regular employees in work values. They placed less emphasis on the tendency to keep active on the job, the perceived social status of being employed, and the intrinsic rewards of work. Disadvantaged subjects stressed making money on the job and taking pride in their work more than did the regular employees. Significant relationships were found between background characteristics and work values of the hard core. Changes in work values of disadvantaged persons involved in eight weeks of training did not differ significantly from those of 252 non-equivalent control subjects (insurance agents and college students). Several suggestions were made regarding methods of training which are likely to alter work values. (Author)

ED 081 989

CE 000 222

Nye, Michael D.

An Out-Migration System for the Unemployed. Minneapolis Rehabilitation Center, Inc., Minn. Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-87-25-69-02-1

Pub Date Dec 69

Note—47p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 506, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Adult Counseling, *Employment, Financial Needs, *Financial Support, Occupational Mobility, *Relocation, *Ruralpopulation, Rural Urban Differences, *Unemployed, Vocational Counseling

Identifiers—CEP, *Concentrated Employment Program, Minnesota

The project was conducted in cooperation with two Concentrated Employment Program agencies operating in Northern Minnesota, the Rural Minnesota CEP and the Duluth CEP. All persons relocated in this project were referred by the Rural Minnesota CEP and the Duluth CEP. The objectives of the project were: (1) to provide mobility services to the referrees from the two CEP's, (2) to determine the effectiveness of providing financial assistance on the basis of need rather than on the basis of an established formula, and (3) to document the feasibility, problems and procedures necessary in securing services for relocates from a broad network of community agencies. The 32 workers relocated received extensive counseling and support services from the CEP's and the MRC. (Author)

ED 081 990

CE 000 223

Fottler, Myron David

Manpower Substitution in the Hospital Industry: An Exploratory Study of the New York City Voluntary and Municipal Hospital Systems.

Columbia Univ., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-34-66-31-1

Pub Date 70

Note—325p.; Ph.D. Dissertation, Columbia University

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-197 740, MF \$1.45, HC \$6.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Economic Research, Health Occupations, *Health Personnel, *Health Services, *Hospitals, Improvement, Incentive Systems, Labor Economics, Labor Supply, *Manpower Utilization, Skilled Labor

Identifiers—Manpower Substitution, *New York City

The purpose of this study was to determine the degree of manpower complementarity and substitutability of different qualities of labor, the causes of manpower substitution, and the implications of such substitution for the quality of hospital services. The New York City voluntary and municipal hospital systems were chosen for the analysis because the two systems operated

under different incentives and constraints. Statistical data on the hospital skill level, size, case mix, case severity, technology, neighborhood characteristics, skilled wage rates, skilled workload, and costs per patient day were analyzed for both hospitals in 1955 and 1965. Various tests of the degree of manpower complementarity and substitutability were developed and applied in both hospital systems. The relationship between skilled labor shortages and manpower substitution was examined and the statistical relationship between the hospital skill level and other variables was tested for 1965. The relationship between hospital skill level and hospital quality was examined. (Author)

ED 081 991

CE 000 224

Honing, Marjorie Hanson

The Impact of the Welfare System on Labor Supply and Family Stability: A Study of Female Heads of Families.

Columbia Univ., New York, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-91-34-69-18-5

Pub Date Jan 71

Note—157p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-201 127, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Child Welfare, Family (Sociological Unit), Fatherless Family, *Females, *Heads of Households, *Labor Supply, Manpower Utilization, Relationship, *Welfare Problems, *Welfare Recipients

Identifiers—Aid to Families with Dependent Children

Study analyses relationship between proportion of the population receiving public assistance payments under the Aid to Families with Dependent Children program and the level of income available to recipients from the program relative to expected earnings. Results indicate statistically significant response of AFDC recipient rate (caseload/eligible population) to size of differential between AFDC stipend and average full-time earnings. Results indicate AFDC recipient rate will be increased for increases in the size of the AFDC payment relative to earnings, by two types of response: increase in the response from the eligible population, and increases in the eligible population itself due to desertions among husband-wife population related to level of AFDC income. (Author)

ED 081 992

CE 000 225

Rogers, David

Inter-Organizational Relations and Inner City Manpower Programs.

New York Univ., N.Y. Graduate School of Business Administration.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-34-69-16-1

Pub Date Oct 71

Note—452p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-211 085, MF \$1.45, HC \$6.00)

Document Not Available from EDRS.

Descriptors—Inner City, Leadership Responsibility, *Local Government, *Manpower Development, Organizational Climate, *Organizational Development, *Organizations (Groups), *Political Influences, Relationship

Identifiers—*Manpower Programs

This is a comparative study of inter-organizational relations of manpower agencies in Cleveland, Philadelphia, and New York City. It analyzes how the political setting of cities affects the organizational design and relations of manpower agencies, and how this, in turn, affects agency performance. Specifically, it analyzes the conditions under which (1) coordinated and comprehensive local manpower systems develop; and (2) particularly productive and unproductive inter-agency relations exist. On the basis of such an analysis, it (3) makes policy recommendations to the Department of Labor on political strategy in dealing with agencies and on appropriate organizational design. Particular recommendations are made for each city, including the choice of prime sponsor. Finally, more generic recommendations are made on setting up and improving

local manpower systems that may apply to any city. A much more active leadership role on these matters is urged for the Department of Labor. (Author)

ED 081 993

CE 000 226

Bain, E. C., III Berghage, T. E.

Diver First Class Reading Ability.

Navy Experimental Diving Unit, Washington, D.C.

Report No.—AD-763-347; NEDU-RR-3-73

Pub Date 1 Jan 73

Note—12p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-763 347, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Media Selection, *Military Personnel, *Reading Ability, *Reading Comprehension, Reading Level, *Reading Skills, Reading Speed, Reading Tests, *Vocabulary Skills

Identifiers—Nelson Denny Reading Test

The Nelson-Denny reading test was administered to thirty Navy first class diver candidates to evaluate the group's vocabulary, reading comprehension, reading rate and over-all reading ability. Reading rate and comprehension were at the twelfth grade level, while vocabulary ability was equal to the college freshman norm. (Author)

ED 081 994

CE 000 229

Marconi, Katherine

Survey of Research on Job Satisfaction.

George Washington Univ., Washington, D.C.

Graduate School of Arts and Sciences.

Spons Agency—Office of Naval Research, Washington, D.C.

Report No.—AD-763-690; TR-1117

Pub Date 6 Jun 73

Note—49p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-763 690, MF \$1.45, HC \$3.75)

Document Not Available from EDRS.

Descriptors—Individual Differences, *Job Satisfaction, *Literature Reviews, Manpower Development, *Military Personnel, Models, Research Methodology, Research Needs, *Research Problems, Social Factors, Surveys, Work Attitudes

Sociological research on job satisfaction among civilian workers is reviewed for possible implications for Naval manpower policy. The methodological and conceptual assumptions of civilian studies are examined. The variety of measurement used, and some ambiguity of terminology are discussed in relation to the usefulness of these studies for Naval manpower policy. (Author)

ED 081 995

CE 000 230

Falter, Vincent F. And Others

The Officer Distribution System and Its Dysfunctional Effect Upon Career Management.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 21 May 73

Note—100p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-763 244, MF \$1.45, HC \$7.00)

Document Not Available from EDRS.

Descriptors—*Career Ladders, Career Opportunities, *Career Planning, Interviews, Job Satisfaction, Literature Reviews, Manpower Development, Manpower Utilization, Military Personnel, *Officer Personnel, *Personnel Management, *Personnel Policy

The research paper examines the following hypothesis: the current US Army Officer Distribution System is inadequate in design and execution to respond to change and has caused dysfunctional effects in the area of career management not previously identified with the process of officer distribution. The research methodology into officer assignment policies and their effects included library and survey research as well as in-depth interviews. It is concluded that the Distribution System installed in 1947 and in use today is, in fact, largely responsible for such professional ills as: "ticket punching," job dissatisfaction, uncoordinated and inconsistent assignment patterns, uneven distribution of quality, and a general failure of confidence in the management of careers by the Department of the Army. (Author)

ED 081 996

CE 000 231

Gager, William A., Jr.

Future Program Directions and Suggested Systematic Management Practices for the Army General Educational Development Program.

Final Report.

Florida State Dept. of Education, Tallahassee.

Div. of Community Junior Colleges.

Spons Agency—Office of the Adjutant General

(Army), Washington, D.C.

Report No.—AD-763-225

Pub Date Feb 73

Note—183p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-763 225, MF \$1.45, HC \$11.25)

Document Not Available from EDRS.

Descriptors—Educational Development, *Educational Programs, *Military Personnel, Military Service

Identifiers—General Educational Development Program

The study evaluates the Army General Educational Development Program (GED) in the light of current and future Army requirements under an All Volunteer Armed Forces concept. It includes analysis of education service plans, recommends new concepts to redirect the program toward attracting and meeting needs of potential recruits, evaluates reporting systems, reviews Army education goals for adequacy, and makes recommendations for necessary changes. (Author)

ED 081 997

CE 000 241

Frankel, Steven M. And Others

Case Studies of Fifty Representative Work Education Programs.

System Development Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—SDC-TM-5195-003-00

Pub Date 14 Sep 73

Contract—OEC-0-72-5024

Note—368p.; For related documents see CE 000 242, CE 000 243, CE 000 244

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Case Studies, *Cooperative Programs, Educational Innovation, Job Training, On the Job Training, Post Secondary Education, Program Administration, *Program Descriptions, Secondary Education, Vocational Education, *Work Experience Programs, Work Study Programs

Identifiers—*Work Education Evaluation Project

Information gathered from questionnaires, interviews, and on-site visitation is presented for 50 representative program sites in the United States at which work education projects are in operation. A summary of each program's history, organization, goals, student and faculty composition, work environment, and mode of operation is provided. Each report also discusses the successes and problems of the program and methods used to deal with them, unusual features of the program or of the way it operates, and impressions of staff members who visited each site. Tables of pertinent data are included for each project. (Additional information on work education programs can be found in the forthcoming USOE publication, "A Directory of Representative Work Education Programs.") (SC)

ED 081 998

CE 000 242

Frankel, Steven M.

Executive Summary; An Assessment of School-Sponsored Work Education Programs.

System Development Corp., Santa Monica, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—SDC-TM-5195-003-00

Pub Date 14 Sep 73

Contract—OEC-0-72-5024

Note—30p.; For related documents see CE 000 241, CE 000 243, and CE 000 244

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cooperative Education, Dropout Prevention, Models, On the Job Training, Predictor Variables, *Program Evaluation, Statistical Analysis, *Vocational Education, *Work Experience Programs, *Work Study Programs

Identifiers—*Work Education Evaluation Project

This document summarizes the significant findings, overall methodology, and policy recom-

mentations for the Assessment of School Supervised Work Education Programs. It consists of material contained in the Data Analysis Report together with a description of the analysis model developed for each respondent group. Individual predictor items were related to outcome measures by cross tabulation and tested for statistical significance and strength of association by chi square and other measures to determine which program components have a major impact on program success. (MS)

ED 081 999 CE 000 243

Cohen, Alan. Frankel, Steven M.
Data Analysis Report; An Assessment of School-Supervised Work Education Programs.
System Development Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—SDC-TM-5195-001-00
Pub Date 14 Sep 73
Contract—OEC-0-72-5024

Note—197p. For related documents see CE 000 241, CE 000 242, and CE 000 244

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cooperative Education, *Data Analysis, Dropout Prevention, On the Job Training, Questionnaires, Typology, *Vocational Education, *Work Experience Programs, *Work Study Programs

Identifiers—*Work Education Evaluation Project
Data are analyzed to examine systematically different configurations of work education by means of a typology in three dimensions: educational level, primary program purpose, and industrial setting. A stratified random sample of 50 work education sites was drawn to determine the degree to which different types of programs are meeting their intended objectives. Separate interview questionnaires were used for program administrators, participating and nonparticipating employers, and participating and nonparticipating unions. Based on findings of the data analysis, eleven policy recommendations are described. Appendixes present cross tabulations by student groups and the interview questionnaires. (MS)

ED 082 000 CE 000 244

Frankel, Steven M. And Others
Replication Handbook; An Assessment of School-Supervised Work Education Programs.

System Development Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—SDC-TM-5195-002-00
Pub Date 14 Sep 73
Contract—OEC-0-72-5024

Note—145p. For related documents see CE 000 241, CE 000 242, and CE 000 243

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cooperative Education, Dropout Prevention, *Guides, On the Job Training, *Program Administration, Program Development, Program Planning, Research Design, Resource Guides, *Vocational Education, *Work Experience Programs, *Work Study Programs

Identifiers—*Work Education Evaluation Project
The purpose of this document is to provide educational researchers and administrators with the material needed to replicate the study, Assessment of School-Supervised Work Education Programs, within a sphere of interest limited geographically, vocationally, or in other functional ways. The procedures used to carry out this study and produce its products are briefly described. Included are sections on establishing the advisory committee, conducting a literature search, obtaining program nominations from individuals, designing and distributing a preliminary questionnaire, developing a typology and selecting programs for intensive study, designing interview schedules, collecting data, processing data, and planning and conducting the data analysis activities. The complete set of products developed for the project is described and included. (MS)

ED 082 001 CE 000 272

Heid, Theodore H. Bair, Jeffrey H.
Dental Therapy Assistant: Attitudes of Army Dentists.

Brooke Army Medical Center, Fort Sam Houston, Tex. Health Care Research Div.
Report No.—AD-759-138; HCRD-5
Pub Date Dec 72
Note—49p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-759 138, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Armed Forces, *Attitudes, *Dental Assistants, *Dentists, Health Occupations Education, *Military Personnel, Opinions, Paramedical Occupations, Questionnaires, Surveys

Identifiers—*Dental Therapy Assistants

The U. S. Army Dental Corps has implemented a formal program based on the concept that dental care can be more efficiently and effectively provided with treatment teams composed of one dental officer, two dental therapy assistants, one basic assistant, and the shared support of other auxiliary personnel. Such a team will use three dental treatment rooms. The major impetus leading to the adoption of this concept has been the development, during the past decade, of the expanded duty dental assistant. Dental therapy assistant is the Army's nomenclature for the expanded duty dental assistant—a new type of auxiliary trained to perform certain dental tasks traditionally performed only by a dentist. The attitude of Army dentists toward the utilization of the dental therapy assistant (DTA) was studied in a survey, using questionnaires. (Author)

ED 082 002 CE 000 273

Heid, Theodore H.
Dental Therapy Assistant: Effect on Team Productivity.

Brooke Army Medical Center, Fort Sam Houston, Tex. Health Care Research Div.
Report No.—AD-759-139; HCRD-7

Pub Date Jan 73
Note—54p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-759 139, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Armed Forces, *Dental Assistants, *Dentistry, Interaction, *Military Personnel, Paramedical Occupations, *Productivity, *Teamwork

Identifiers—*Dental Therapy Assistants

The U. S. Army Dental Corps has implemented a formal program based on the concept that dental care can be more efficiently and effectively provided with treatment teams composed of one dental officer, two dental therapy assistants (DTAs), one basic assistant, and the shared support of other auxiliary personnel. Such a team will use three dental treatment rooms (DTRs). The productivity of each of 15 test teams employing one dentist, one or two DTAs, one basic assistant, and two or three DTRs was compared with their productivity while working in the conventional manner—one dentist, one basic assistant and one DTR over a period of one year. (Author)

ED 082 003 CE 000 274

Heid, Theodore H. Bair, Jeffrey H.
Dental Therapy Assistant: Quality of Restorations Placed and Finished.

Brooke Army Medical Center, Fort Sam Houston, Tex. Health Care Research Div.
Report No.—AD-759-140; HCRD-8

Pub Date Feb 73
Note—29p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-759 140, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Armed Forces, *Dental Assistants, *Dentistry, *Military Personnel, Paramedical Occupations, Quality Control

Identifiers—*Dental Therapy Assistants

The U. S. Army Dental Corps has implemented a new concept of dental care delivery, formally identified as the Improved Dental Care Delivery System. The concept is based on the conservation of professional manpower resources through the use of dental treatment teams employing expanded duty dental assistants. Dental Therapy Assistant (DTA) is the Army's nomenclature for the expanded duty dental assistant—a basic assistant/oral hygienist trained to perform certain dental tasks formerly performed only by a dentist. Highly significant increases in the productivity of teams employing DTAs have been documented and reported by the Division. The major objective of the present study was to determine the quality of the procedures performed by the DTAs—specifically, the critical functions of placing and finishing restorations in cavities prepared

by dentists. To meet this objective, restorations placed and finished by DTAs were compared for quality with similar restorations placed and finished by Army dentists. The report presents the findings for that comparison. (Author)

ED 082 004 CE 000 275

Stuart, Richard B. Bair, Jeffrey H.
Army Physicians' Attitudes Towards Physicians' Assistants.

Brooke Army Medical Center, Fort Sam Houston, Tex. Health Care Research Div.
Report No.—AD-759-135; HCRD-2

Pub Date Dec 71
Note—63p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-759 135, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Armed Forces, *Attitudes, Health Occupations Education, *Military Personnel, Opinions, Paramedical Occupations, *Physicians, *Physicians Assistants, Surveys

In February 1972 the U. S. Army Medical Field Service School will commence training a new category of health personnel, to be known as the physicians' assistant. This type of allied health personnel will be an assistant to the physician, trained to do many of the traditional tasks usually performed by a physician, but requiring less education. There has been some question about exactly what tasks these physicians' assistants should be trained to do, and how such a person would function. Few opinion surveys of physicians concerning physicians' assistants have been made. In 1969 and in 1967 a similar study was done in the Army to gain insight into the attitudes of Army physicians. (Author)

ED 082 005 CE 000 277

Shenk, Faye
Predictability of Expressed Career Intent.
Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AFHRL-TR-72-25
Pub Date Mar 72
Note—18p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-749 093)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Armed Forces, Career Choice, *Career Planning, Longitudinal Studies, *Military Personnel, *Occupational Choice, Prediction, *Predictive Validity

An historical study of officer input from the various Air Force commissioning programs was initiated in 1963. The study was designed to determine the predictability of an Air Force officer's career decision and to evaluate relationships between career intent and demographic, environmental, and attitudinal factors. Career-intention information for this group has been compiled for the period prior to commissioning up to five years of active duty. This report presents a description of the career-intent statement reliability and validity with career status as of December 1969. Subjects entering the Air Force through the Officer Training School, Airmen Education and Commissioning Program and Officer Candidate School had the highest percentage of officers remaining on active duty. Correlations between precommission career intent and the criterion were generally low; however, there was a consistent increase in predictability for data from succeeding years. (Author)

ED 082 006 CE 000 278

Bushnell, David S.
Needed: A Voucher Plan in Support of Continuing Education.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary.

Report No.—HumRRO-PP-7-73
Pub Date Aug 73
Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Career Education, Career Ladders, *Career Opportunities, Economic Progress, Federal Aid, *Financial Support, Labor Supply, *Retraining Opportunities for career advancement, an adequate pool of trained manpower, and the growth of our economy are inextricably connected with the availability of continuing educa-

tion and training opportunities to working adults. Availability is a function of access to training and successful participation in training. The federally funded voucher plan proposed by the author of this paper could insure the availability of lifelong learning opportunities. (Author)

ED 082 007 CE 000 279

Stein, Bruno Miller, S. M.
Recurrent Education: An Alternative System.
New York Univ., N.Y.

Pub Date Aug 71

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Career Education, Career Ladders, *Educational Development, Manpower Utilization, *Models
Identifiers—Recurrent Education

The front-end load model in which students enter school during their pre-productive years and then consider their schooling finished is not adequate in today's society. There presently exists several types of programs for education outside the regular school system (organizational, proprietary, manpower and anti-poverty programs, correspondence, television, continuing education at the college level, adult education below the college level, and others), but there is no continuity or development from one program to another. To the disadvantaged, the college dropout, the re-entrants to the job market, and the job shifters and upgraders, education, training, and readjustment aid is necessary at many points. While many programs are offered to remedy this situation, (open university, federally financed training allowances, redesigning job ladder, etc.), the real need is for a comprehensive, easily accessible, quality recurrent education system. (AG)

ED 082 008 95 CE 000 280

Institute for Teacher Training in Adult Basic Education: The University of Iowa. Final Project Report, 1971-1973.

Iowa Univ., Iowa City. Bureau of Instructional Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Grant—OEG-9-71-3425(323)

Note—262p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Basic Education, *Bibliographies, Followup Studies, Institutes (Training Programs), Motivation, Recruitment, Rural Education, *Teacher Education

The purpose of the project was to provide instructional and technical services directed towards remediation of problems associated with motivation, recruitment, and retention being encountered by 57 individuals affiliated with rural adult basic education programs in Regions 7, 8, 9, and 10 of the U.S. Department of Health, Education, and Welfare. The project consisted of a two and one-half weeks training institute in Iowa City, a technical assistance follow-up program for the contract year, a twelve month extension, and this summary report. Included is a complete description of the institute (staff, participants, facilities, program); reports on the technical assistance project, the extension activities, a ten page selective bibliography of resource materials for adult basic education, and a list of films available at the Institute. (AG)

ED 082 009 CE 000 281

Ship Servicemen's Handbook. NAVPERS 10292-A. Rate Training Manual.

Bureau of Naval Personnel, Washington, D.C.; Naval Personnel Program Support Activity, Washington, D.C.

Report No—NAVPERS-10292-A

Pub Date 71

Note—267p; Revised Edition

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0500-092-1010)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Armed Forces, Barbers, Enlisted Men, Guides, *Manuals, *Military Training, *Needle Trades, *Service Occupations
Identifiers—Laundryman, Tailors

This text is a rate training manual designed to provide enlisted men of the Ship's Serviceman rating with basic information concerning the various ship's service specialties. The text is divided into four parts. Part 1 discusses areas common to

the administration of all ship's service activities. The remaining sections are divided into the specialties within the Ship's Serviceman rating: Part 2, Laundryman; Part 3, Tailor; and Part 4, Barber. Each part contains sections which deal with the operation and management of the particular service activity and its basic processes and procedures, including equipment operation and routine maintenance. A subject index is included. (AG)

ED 082 010 CE 000 282

Gunner's Mate G 1 and C. NAVTRA 10186-C. Rate Training Manual.

Bureau of Naval Personnel, Washington, D.C.; Naval Personnel Program Support Activity, Washington, D.C.

Report No—NAVTRA-10186-C

Pub Date 72

Note—460p; Revised edition

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (483-618/18)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Electronic Equipment, *Enlisted Men, *Manuals, *Military Training, *Promotion (Occupational)
Identifiers—*Gunner's Mate

This manual is designed to provide enlisted men with background information that will be useful in preparation for advancement in rating to Gunner's Mate (Guns) 1 and Gunner's Mate (Guns) C and to enable them to perform their duties in these ratings. The manual includes a subject index and numerous diagrams and illustrations. (AG)

ED 082 011 CE 000 283

The 3"/50 Gun. NAVPERS 10110.

Bureau of Naval Personnel, Washington, D.C.

Report No—NAVPERS-10110

Pub Date 65

Note—184p; Derived from filmstrip SN-1806

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Armed Forces, *Autoinstructional Aids, *Enlisted Men, *Manuals, *Military Training, *On the Job Training
Identifiers—Antiaircraft Weapons

The document has been designed to provide enlisted men assigned to the 3"/50 gun with a self-study, on-the-job-training source for shipboard use. The material covered includes general description and operation, functions of various components, disassembly and reassembly, maintenance, and operational casualties of the 3"/50 gun. Detailed photographs and drawings accompany the text. (AG)

ED 082 012 CE 000 284

Aircrew Survival Equipmentman 1 and C. NAVPERS 10360-D. Rate Training Manual.

Bureau of Naval Personnel, Washington, D.C.

Report No—NAVPERS-10360-D

Pub Date 71

Note—237p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0847-0143, \$2.25)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Aviation Technology, Equipment, Job Training, *Manuals, *Military Personnel, *Military Training, *Seamen, Skilled Occupations, Vocational Education
Identifiers—*Aircrew Survival Equipmentman

A guide for advancement and training in the Aircrew Survival Equipmentman rating for enlisted personnel of the Regular Navy and the Naval Reserve is provided in this training manual. The chapters outline the qualifications necessary and the responsibilities of Aircrew Survival Equipmentmen involved in blueprint reading and the development of patterns, supply, work center supervision and administration, parachutes and equipment, carb suits, oxygen masks, MF 4 pressure suits, carbon dioxide transfer equipment, aircraft mounted oxygen regulators, miniature type regulators, oxygen component test stands, liquid oxygen converters, survival and search and rescue equipment, and sewing machine repair. The guide is illustrated by extensive diagrams, drawings, and photographs. (KP)

ED 082 013 CE 000 287

Small Arms Marksmanship Manual, NAVPERS 93863.

Bureau of Naval Personnel, Washington, D.C.

Pub Date 71

Note—137p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Manuals, *Marksmanship, Military Science, *Military Training

The Navy's small arms marksmanship training program is designed to achieve proficiency for Navy personnel in handling the rifle, pistol and shotgun. The minimum objective of this program is to qualify Navy personnel as "Marksmen," and ensure that personnel who are issued small arms for security, recreation, or competitions are fully qualified in their use. Chapters in this manual cover small arms ranges, basic rifle marksmanship, known-distance rifle range firing, basic pistol and revolver marksmanship, combat pistol training, care and cleaning of weapons, qualification courses, U.S. Navy small arms marksmanship program, competition-in-arms, match-conditioned weapons and ammunition, marksmanship trophies and awards and NROTC training and competition-in-arms. A 27-page marksmanship dictionary concludes the volume. (MS)

ED 082 014 CE 000 288

Kelly, Earl McNeil

A Study of the Relative Importance of Selected Content and Clientele of Cooperative Extension Service Programs as Reflected by the County Commissioners from Rural and Urban Counties in Florida.

Pub Date Jun 73

Note—339p.; Ph.D. Dissertation, Florida State University

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*County Officials, *County Programs, Doctoral Theses, *Extension Agents, Government Employees, Individual Characteristics, Program Administration, Program Content, Program Coordination, *Rural Urban Differences, State Programs, State Surveys, Statistical Studies
Identifiers—*Florida

County commissioners from Florida's fifteen most rural and fifteen most urban counties were compared in terms of their personal and social characteristics and the relative importance they attribute to selected content and clientele of Cooperative Extension Service programs. Association between these two comparisons was then assessed to determine whether or not modifications of programs were in order, to determine the need for better communication, and to determine whether or not extension work can be effectively administered uniformly in rural and urban counties. Conclusions were that commissioners find extension programs worthy of continued support, the State and Federal priorities are generally compatible with County priorities, and that although there were significant personal and social differences between the two commissioner groups, there was not a polarization along rural-urban lines in terms of program content and clientele. Data gathered are presented and analyzed in 182 tables. (MS)

ED 082 015 CE 000 290

Johnston, Denis F.

The U.S. Labor Force: Projections to 1990.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No—BLS-SLF-R-156

Pub Date Jul 73

Note—19p.; Reprint 2901 from July 1973 Monthly Labor Review; Special Labor Force Report 156

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Labor Force, Labor Market, *Labor Supply, Manpower Needs, Manpower Utilization, *Prediction, Sex Differences

The work force is expected to expand to 101.8 million by 1980. Rate of growth will then decline, reaching 107.7 million by 1985 and 112.6 million by 1990. Projected data are presented in text, graphs, and tables compared with actual 1960 and 1970 figures. Numbers and percentages are divided according to sex and age. (MS)

ED 082 016 95 CE 000 291

Fielstra, Clarence

The UCLA Secondary Schools Pilot and Demonstration Project for an Introduction to Allied Health Careers, 1970-1973; A Summary Evaluative Report.

California Univ., Los Angeles. Div. of Vocational Education.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Industrial Educa-

tion; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Bureau No.—BR-8-0627

Pub Date Sep 73

Note—125p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Demonstration Projects, Dropout Problems, Health Occupations, *Health Occupations Education, Minority Groups, *Paramedical Occupations, *Pilot Projects, Program Evaluation, Relevance (Education), *Secondary Schools

Identifiers—UCLA Allied Health Professions Project

The project evaluated in this report is seen to be generalizable to other high schools. The program provides an unusual opportunity for high school students to have a variety of experiences in a wide range of health occupations. The evidence indicates that an allied health curriculum in the secondary schools can produce commendable educational results. The project is described and then evaluated in terms of student participation, interest, and progress, general quality and effectiveness of the program, and contributions of the project. Twenty-eight specific findings, eight conclusions, and six recommendations are set forth, all indicating enthusiastic positive evaluation of the project and its further applications as a model. Problems in dropout prevention, health manpower shortages, and lack of educational relevance can be met by such a project. Appendixes give an example of a training institute, an example of a task list, evaluation forms used by students and hospital supervisors, and a list of participating facilities and personnel. (MS)

ED 082 017 CE 000 292

Career Development for Business Education; A Suggested Approach to Develop Instruction for Middle Schools.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Jun 73

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, Career Education, Career Planning, *Middle Schools, Occupational Information, Office Occupations, *Office Occupations Education, *Units of Study (Subject Fields), *Vocational Development, Vocational Education

Identifiers—*Florida

This booklet has been developed to assist schools in planning programs of middle school occupational education. The objectives of career explorations and a series of operational principles are set forth. The Florida Model for Career Development is described. A number of instructional approaches are suggested with forty-six appropriate topics which may be developed into units. Occupational clusters in administration, data processing, operations, and information processing are cited. Three sample units illustrate in detail the goals, content, objectives and activities which may be applied. A ten-page list of resources with addresses covers film and filmstrips, games, kits, occupational briefs, practice sets, references, texts, and visuals. (MS)

ED 082 018 CE 000 293

Finch, Robert E.

Building a Successful Adult Basic Education Program: The Director's Role.

Ohio State Dept. of Education, Columbus.

Pub Date 73

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Adult Basic Education, Adult Education, Adult Learning, Community Involvement, Literacy Education, *Management, Program Evaluation. An effective director of adult basic education (ABE) utilizes the strengths of his staff. Improvement of ABE programs should include careful attention to priorities and local needs. Community cosponsorship agreements are mutually beneficial and an effective means of student recruitment. Scheduling should allow for balance in time, location, instructional methods, and content. Recently many more choices in instructional materials and equipment for ABE programs have become available so evaluation should be based on sound procedures. Special talents and outlooks are

required for ABE teachers, who may benefit from preservice and inservice programs. Paraprofessionals may also be used. ABE programs must be sold to prospective students, so directors must know and practice effective sales techniques. An inviting climate for learning can ease the transition and hold students. Programed instruction and other forms of individualized instruction are particularly helpful. Guidance must be provided and accurate records and budgets kept. Annual evaluation is helpful. (MS)

ED 082 019 CE 000 295

Learning Laboratories for Unemployed, Out-of-School Youth. Health Education, Part 2.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 72

Note—63p.; for Part 1 see ED074350

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communicable Diseases, Disadvantaged Youth, Dropout Programs, *Health Activities Handbooks, *Health Education, *Health Guides, *Instructional Materials, Learning Activities, *Learning Laboratories, Preventive Medicine, Safety Education

The learning activities suggested in this publication supplement those found in the curriculum resource handbook "Learning Laboratories for Unemployed Out-of-School Youth." This phase of the program deals on a practical level with various health problems in short, achievable units. Activities keyed to the curriculum resource handbook and followed by several exercises and tests concern: (1) symptoms of poor health, (2) immunization, (3) communicable diseases, (4) recognizing quackery, (5) how a woman's health practices affect the health of her baby, (6) skin and acne, (7) information for good nutrition, (8) changing food buying habits, (9) personal safety precautions, (10) safety of young children, (11) industrial safety, and (12) home counterdoes. (MS)

ED 082 020 95 CE 000 296

Jesse, B. E., Ed. Long, Elvin, Ed.

Counseling in Adult Basic Education: A Handbook.

Missouri Univ., Kansas City. School of Education. Spons Agency—Missouri State Dept. of Education, Jefferson City.; Office of Education (DHEW), Washington, D.C.

Pub Date May 73

Grant—OEG-0-72-1439

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Education, Adult Education Programs, Adult Learning, *Adult Students, *Counseling, *Counseling Effectiveness, Manuals

This handbook is intended to assist adult basic education (ABE) staff members to increase their effectiveness as counselors. The underlying philosophy is that each ABE student has unique characteristics, expectations, and abilities which should make the teacher-student relationship individualized. The counselor of adults must know his own qualities, know his community's resources, needs, and services, know and use the team of staff members, and know his students. Some specific problems and suggested solutions are cited to serve as a springboard in helping students. Followup of former students can help the ABE counselor evaluate his programs. (MS)

ED 082 021 CE 000 297

Aviation Boatwain's Mate H 1 and C. NAVPERS 10303-B. Rate Training Manual.

Bureau of Naval Personnel, Washington, D.C.

Report No.—NAVPERS-10303-B

Pub Date 71

Note—119p.; Revised edition

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0500-094-3110)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aviation Technology, Equipment, *Job Training, *Manuals, *Military Personnel, *Military Training, *Seamen, Skilled Occupations, Vocational Education

Identifiers—*Aviation Boatwain's Mate

A guide for advancement of Navy personnel in the Aviation Boatwain's Mate H (ABH) rating is provided in this self-study training manual. The chapters outline the qualifications and responsibilities of Aviation Boatwains involved in aircraft

handling equipment, aircraft handling, aircraft crashes, firefighting, crew entrapment, shipboard firefighting, and administration. There are extensive diagrams, drawings, and photographs. (KP)

ED 082 022 CE 000 304

Tabbush, Victor Clement

Manufacturers' Assistance in the Provision of Training for Employees of Customer-Firms: Theory and a Case Study.

California Univ., Los Angeles. Dept. of Economics.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 15 Jun 73

Note—148p.; Ph.D. Dissertation, University of California, Los Angeles

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-221 887, MF \$1.45, HC \$9.50)

Document Not Available from EDRS.

Descriptors—*Auto Mechanics (Occupation), Doctoral Theses, Economic Research, Industrial Education, *Industrial Training, Job Training, Management, Manufacturing Industry, *Merchandise Information, Production Techniques, *Productivity, *Work Attitudes

The study investigates a phenomenon previously ignored in economic literature: the provision of training by manufacturers to the employees of client-firms. The hypothesis employed to explain this form of investment is that training may raise not only a worker's productivity, but also the value placed on the resources for which the training is developed. The hypothesis is tested by investigating the mechanic-training behavior of manufacturers in the automobile industry. The evidence is largely consistent with the hypothesis. (Author)

ED 082 023 CE 000 318

Dowling, William D. And Others

Future Functional Roles of the Commission of Professors of Adult Education as a Professional Group. Panel Discussion at the Annual Meeting of the Commission (Dallas, Texas, October 30, 1973).

Commission of Professors of Adult Education.

Pub Date 30 Oct 73

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Educators, *Conferences, Discussion Programs, *Professors

Identifiers—*Commission of Professors of Adult Education

Three discussants explored the possibilities and implications of future roles of their organization. William D. Dowling cited criteria of professionalism and their application to adult education professors. Charles E. Kozell discussed constraints on strengthening the association and then outlined eight recommendations which might be implemented through task forces or committees. William S. Griffith reviewed the professional status of adult education and cited some advantages and disadvantages of such status. The implications of the Commission's relationship to the Adult Education Association were described. Some functions he suggested were the establishment of a professional journal, a larger role in research, and a basic text. (MS)

ED 082 024 CE 000 320

Buttedahl, Knute

Living Room Learning in British Columbia. Occasional Papers in Continuing Education.

British Columbia Univ., Vancouver. Center for Continuing Education.

Pub Date Sep 73

Note—41p.

Available from—Centre for Continuing Education, University of British Columbia, Vancouver 8, Canada (Occasional Paper Number 8, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, Adult Learning, *Discussion (Teaching Technique), *Discussion Programs, Evening Programs, *Extension Education, Home Study, Program Descriptions

Identifiers—British Columbia, *Living Room Learning

In the late 1950's and early 1960's an ongoing program in liberal arts was introduced using the study - discussion method, popularly known as

Living Room Learning. The purposes of the groups were to draw basic information from specially prepared reading and audio-visual materials and to stimulate participants to think better for themselves through discussion. Discussion leaders were community volunteers trained in special workshops. Meetings were held in private homes in the community for eight to twelve sessions of about two hours. Groups averaged sixteen to eighteen participants. The program grew with funding and other support until it serviced annually over 1,500 participants in 77 British Columbia communities on an annual budget of \$25,000. The program was discontinued when the University sponsor ruled that Extension Programs must be self-supporting. An effort to reintroduce the program at a later date was short-lived. An 11-item bibliography is included. (SC)

ED 082 025 CE 000 321

Focus. No. 7, Winter, 1971.

National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md. Report No.—DHEW-HSM-72-3014

Pub Date 71

Note—18p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Community Health Services, Government Publications, *Health Services, *Research Projects, Research Reviews (Publications)

One of a series of periodical reports from the Center, the document summarizes the research and development program of the Center's third year. The research program is directed at creating and testing the essential components of comprehensive community health care delivery systems that will increase the supply of services where they are most needed without adding to their costs. Health services research is encouraged through grants administered by a division of the Center, and its organization and research priorities are also cited. A drug-related studies program is summarized. An announcement of new publications, budgetary matters, a staff directory, and the Center's organization chart conclude the document. (AG)

ED 082 026 CE 000 322

Career Education in the Elementary School: An Infused Approach.

Long Island Univ., Greenvale, N.Y. C.W. Post Center Graduate School of Education.

Pub Date 73

Note—319p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Behavioral Objectives, *Career Education, Elementary Grades, *Elementary School Curriculum, *Primary Education, Primary Grades

Identifiers—*Education Professions Development Act

Forty school personnel met for a six-week workshop, at Long Island University, with the aim of infusing Career Education into existing curricula. Infused behavioral objectives were developed and categorized under eight elements (self awareness, educational awareness, career awareness, economic awareness, decision making, skill awareness, employability skills, attitudes and appreciations) and 32 themes from the Center for Vocational and Technical Education of the Comprehensive Career Education Model of Ohio State University. For kindergarten through grade 6, resources were researched and include audiovisual materials, books, kits, teacher aids, and lists of people from business and industry who might serve as community consultants. For each grade level, there is listed the career education element, a particular theme, the infused behavioral objective, content areas, and resources. A sixteen-page annotated bibliography for career education is included. (AG)

ED 082 027 CE 000 325

A Curriculum Guide for Intermediate and Secondary Level Programs. Industrial Arts: Electricity-Electronics.

Missouri State Dept. of Education, Jefferson City. Pub Date 72

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Electrical Occupations, *Electricity, *Electronics, Industrial Arts, Industrial Education, Instructional Materials, *Intermediate Grades, *Secondary Grades, Shop Curriculum

Units of instruction at four levels are designed for use by teachers preparing industrial arts courses in electricity and electronics in junior high and high school. Exploring Electricity-Electronics introduces the subject with attention to circuits, laws, and applications. Basic Electricity-Electronics covers batteries, magnetism, transformers, residential wiring, and other subjects. The Communications Electronics level goes into such things as vacuum tubes, amplifiers, and semiconductors. Industrial Electronics is concerned with microwave and computer systems. Each level suggests textbooks, reference books, films, and filmstrips, with suppliers' addresses. Appendixes list sources of materials and information, a suggested supply list for each level, and a 101-item bibliography. (MS)

ED 082 028 CE 000 326

Equipment Operator 3 and 2. NAVTRA 10640-G. Rate Training Manual.

Bureau of Naval Personnel, Washington, D.C.; Naval Personnel Program Support Activity, Washington, D.C.

Report No.—NAVTRA-10640-G

Pub Date 73

Note—473p.; Revised Edition

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-053-2010)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Construction (Process), *Equipment, *Job Training, *Manuals, *Military Personnel, Skilled Occupations, Vocational Education

Identifiers—*Equipment Operator

A guide for advancement and training in the Equipment Operator 3 and 2 ratings for Navy personnel is provided in this manual. The chapters outline the duties and responsibilities of the equipment operators involved with engines, fuels, lubricants, pollution control, automotive power trains and chassis, automotive vehicles, materials-handling equipment, construction and maintenance equipment, earthwork, tractors and attachments, front-end loaders, power cranes and attachments, motor graders, scrapers, rollers, ditchers, earth augers, air compressors, rock drills, paving equipment and operations, handling and hauling explosives, and administration. There are extensive diagrams, drawings, and photographs together with an appendix containing equipment operator hand signals. (KP)

ED 082 029 CE 000 327

Evaluation of NJROTC Influence on Navy Accessions.

Operations Research, Inc., Silver Spring, Md. Spons Agency—Naval Personnel Research Activity, San Diego, Calif.

Report No.—TR-779

Pub Date 30 Sep 73

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Military Organizations, Military Personnel, Objectives, Officer Personnel, *Program Content, Programs, *Schools

Identifiers—*Naval Junior Reserve Officers Training Corps, NJROTC

The purpose of this study was to verify and explain the relationships between NJROTC experience and Navy enlistment; and to develop a plan for a more complete evaluation. Data were gathered by means of school application files, site interview questionnaires and mailback questionnaires. The major conclusion was that there is no positive relationship between NJROTC and future enlistment. A few additional tentative conclusions were drawn concerning the nature of NJROTC units and instructors in various school communities. The recommendation to carry out a longitudinal study along the same lines was made. (Appendixes contain samples of the questionnaires, file data tabulations, site listing information, and further information about variables relating to employment in the Navy and objectives of the NJROTC) (KP)

ED 082 030 CE 000 328

Job Grading System for Trades and Labor Occupations. Part II.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.

Pub Date May 73

Note—21p.; FPM Supplement 512-1

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Government Employees, Labor Conditions, Labor Legislation, *Labor Standards, Occupations

Three new standards (telephone mechanic, electroplater, and animal caretaker) for grading jobs under the Federal Wage System are cited. There is an alphabetical listing by job for published job grading standards, an occupational code-structure index for published grading standards, and a list of 61 jobs by published job grading standard with reference to accompanying handbook definitions now covered by published standards. (AG)

ED 082 031 CE 000 329

Job Grading Standard for Machinist, WG 3414.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.

Pub Date May 73

Note—11p.; FPM Supplement 512-1

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0600-00696, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Government Employees, Government Publications, *Job Analysis, Labor Conditions, *Labor Standards, *Machinists

The standard covers nonsupervisory work involved in the manufacture and repair of parts and items of equipment which require the use of various types of standard and special machine tools and their attachments to machine metals, metal alloys, and other materials. The work requires skills ranging from initial planning of necessary work sequences to performing precision handwork to fit, finish, and assemble machined parts and equipment. For both WG-10 and WG-11 machinists general description of the job is provided. The skill and knowledge required, responsibility, physical effort, and working conditions are explained. (AG)

ED 082 032 CE 000 330

Job Grading Standard for Machine Tool Operator, WG-3431.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.

Pub Date May 73

Note—7p.; FPM Supplement 512-1

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0600-00697, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Government Employees, Government Publications, *Job Analysis, Labor Conditions, *Labor Standards, *Machine Tool Operators

The standard covers nonsupervisory work involved in the set up, adjustment, and operation of conventional machine tools to perform machining operations in the manufacture and repair of castings, forgings, or parts from raw stock made of various metals, metal alloys, and other materials. A general description of the job at both the WG-8 and WG-9 levels is provided together with comments on skill and knowledge required, level of responsibility, physical effort necessary, and description of working conditions. (AG)

ED 082 033 CE 000 331

Job Grading Standard for Instrument Maker, WG-4712.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.

Pub Date May 73

Note—11p.; FPM Supplement 512-1

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0600-00699, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Government Employees, Government Publications, *Job Analysis, *Labor Standards, Skilled Labor, *Skilled Workers

Identifiers—*Instrument Maker

The standard is used to grade all nonsupervisory jobs involved in planning and fabricating complex research and prototype instruments, made from a variety of materials, which are used to detect, measure, record, and regulate heat, pres-

sure, speed, vibration, sound, illumination, biomedical phenomena, and other areas of interest to scientific, engineering, or medical personnel. The job is contrasted with that of premium journeyman, and particulars dealing with skill and knowledge, responsibility, physical effort, and working conditions are stated for the WG-14 and WG-15 Instrument Maker positions. (AG)

ED 082 034 CE 000 332
Job Grading Standard for Model Maker, WG-4714.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.

Pub Date May 73

Note—11p.; FPM Supplement 512-1

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0600-00700, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Government Employees, *Job Analysis, *Labor Standards, *Models, Research Tools, *Skilled Labor, *Skilled Occupations, *Skilled Workers

Identifiers—*Model Maker

The pamphlet explains the different job requirements for different grades of model maker (WG-14 and WG-15) and contrasts them to the position of premium journeyman. It includes comment on what a model maker is (a non-supervisory job involved in planning and fabricating complex research and prototype models which are made from a variety of materials and are used in scientific, engineering, developmental, experimental, and test work), skill and knowledge required, responsibility, physical effort, and working conditions. (AG)

ED 082 035 CE 000 333
Job Grading Standard for Animal Caretaker, WG-7706.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.

Pub Date May 73

Note—7p.; FPM Supplement 512-1

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0600-00716, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Animal Caretakers, Government Employees, Government Publications, *Job Analysis, *Labor Standards

The position involves providing care for mammals, reptiles, birds, and fish. It is necessary to be familiar with the animals' characteristics, needs, and behavior and possess skill in observing, handling, and controlling them. Different aspects of the WG-4 and WG-5 animal caretaker's position are cited under the categories of general description, skill and knowledge, responsibility, physical effort, and working conditions. (AG)

ED 082 036 CE 000 334
Job Grading Standard for Telephone Mechanic, WG-2502.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.

Pub Date May 73

Note—9p.; FPM Supplement 512-1

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0600-00714, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Government Employees, Government Publications, *Job Analysis, *Labor Standards, Mechanical Skills, Skilled Labor, *Skilled Workers, *Telephone Communication Systems

Identifiers—*Telephone Mechanic

The standard differentiates among telephone worker (WG-9), telephone mechanic (WG-10), and telephone mechanic (WG-11) in terms of duties, skill and knowledge, responsibility, physical effort, and working conditions. All are involved in installing, modifying, repairing, and maintaining telephone systems. The work requires knowledge and telephone equipment and installation procedures; knowledge of basic electrical principles as they pertain to the telephone system; the ability to understand and follow such technical guidance as circuit descriptions, schematics and layout sheets; and the ability to locate and repair trouble within the telephone system. (AG)

ED 082 037 CE 000 335
Job Grading Standard for Electroplater, WG-3711.

Civil Service Commission, Washington, D.C. Bureau of Policies and Standards.

Pub Date May 73

Note—8p.; FPM Supplement 512-1

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0600-00715, \$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Finishing, *Government Employees, Government Publications, *Job Analysis, *Labor Standards, *Metal Working Occupations, Skilled Labor, Skilled Workers

Identifiers—Electroplater

The standard for Electroplating Worker WG-7 and Electroplater WG-9 covers work involving the use of electrolytic and chemical processes to plate, coat, and treat surfaces of metals and metal alloys for purposes of protection, repair, maintenance, and fabrication of parts and equipment. A knowledge of the preparation, testing, and maintenance of various electrolytic and chemical solutions is required, as is skill in controlling and using them in performing the processes required to treat various types of surfaces. Level of responsibility, physical effort, and working conditions are described. (AG)

ED 082 038 CE 000 336
Mathewson, Beatrice M. Staropoli, Charles J. Career Education in the Elementary School.

Pub Date Oct 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Educational Objectives, *Elementary Education, Elementary Schools, *Vocational Counseling

The aim of education should be total utilization of the abilities of the entire population. Career education must start early enough for the child to prepare his skills for the world of work. A structured career exploration curriculum is divided into awareness, orientation, simulation, and development. The first step, awareness, is designed to develop a positive self-concept in the child and to show him how education helps him reach his goals. The elementary and middle school should develop flexibility, build attitudes, provide basic knowledge, and expose the child to as many careers as possible by utilizing the standard curriculum with shifts of emphasis. Vocational guidance counseling at the elementary level is a vital function of the program. Technical, cultural, social, recreational, consumer, and occupational benefits can accrue from a career education program which develops the whole child. (MS)

ED 082 039 CE 000 337
Higgins, William J., Jr. Career Education - A Caveat

Rhode Island State Dept. of Education, Providence, Education Information Center.

Pub Date 25 Oct 73

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Educational Objectives, Self Actualization

Career education is for all people of all ages and has, as its common denominator, interaction among them. The concept underlying career education goes beyond academic and vocational activities to encompass the self actualization of each individual. Career education could be the vehicle by which a total view of the self worth of the individual is promulgated. It has been considered synonymous with relevancy but, although curriculum relevancy may provide the means for making a living, it won't bring compatibility with life's forces. We must reconstitute the virtues of honesty, integrity, perseverance, humility, and personal courage. Educators must foster in each student a sensitiveness for his singular uniqueness and dignity in a meaningful and responsible relationship to his society and himself. (MS)

ED 082 040 CE 000 338

Hale, Allen

Driver Improvement Analyst; Basic Training Program. Instructor's Lesson Plans.

Dunlap and Associates, Inc., Darien, Conn.; National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-800-901

Pub Date Jul 73

Note—324p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Curriculum Guides, *Driver Education, *Lesson Plans, Motor Vehicles, *Safety Education, Traffic Safety

In support of nationwide efforts to improve and control the behavior of problem drivers, this program is intended to establish a national guideline and uniform basis for motor vehicle administration agencies to provide basic operational training for entry level driver improvement personnel. The Instructor's Lesson Plans provide the instructor with an organized and explicit framework for the delivery of the training content of the program. Preliminary introduction material is followed by twenty lesson plans in the areas of general background, driver improvement procedures, and practical application. Each unit specifies objectives, references, training aids and detailed outlines of content to be covered with timing guides. (For related Student Study Guide and Course Guide see CE 000 339 and CE 000 340.) (MS)

ED 082 041

CE 000 339

Hale, Allen

Driver Improvement Analyst; Basic Training Program. Student Study Guide.

Dunlap and Associates, Inc., Darien, Conn.; National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-800-899

Pub Date Jul 73

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Driver Education, Motor Vehicles, *Safety Education, *Study Guides, Traffic Safety

As part of the training package for Driver Improvement Analysts, this study guide is designed to serve as the basic reference source for the students/trainees. It reinforces and supplements subject material presented in the Instructor's Lesson Plans. Subjects covered are objectives and requirements, psychology of driving, characteristics of the problem driver, vehicle and traffic laws, traffic offenses and violations, traffic accidents, human communication, effective human relations, background for interviewing and counseling, and legal aspects of driver improvement and control actions. A 76-item bibliography is included. (For related Instructor's Lesson Plans and Course Guide, see CE000338 and CE000340.) (MS)

ED 082 042

CE 000 340

Hale, Allen

Driver Improvement Analyst; Basic Training Program. Course Guide.

Dunlap and Associates, Inc., Darien, Conn.; National Highway Traffic Safety Administration (DOT), Washington, D.C.

Report No.—DOT-HS-800-900

Pub Date Jul 73

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Driver Education, Motor Vehicles, Occupational Information, *Safety Education, Traffic Safety

This course guide is designed to aid in the organization and conduct of a training program for driver improvement analysts. It contains a description of the overall training program and instructor and student materials; suggestions for course planning including the scheduling of lessons, class size, prerequisites for students and instructors, training facilities and resources, guidelines for measuring student achievement. The appendix lists and analyzes the training requirements for the driver improvement analyst job. (For related Instructor's Lesson Plans and Student Study Guide, see CE000338 and CE000339.) (MS)

ED 082 043

CE 000 341

Pendleton, John T. Patton, C. Duane

Driver License Examiner Supervisors; Basic Training Program. Instructor's Lesson Plans.

National Highway Traffic Safety Administration (DOT), Washington, D.C.; Technical Education Research Center, Champaign, Ill.

Report No.—DOT-HS-820-288

Pub Date Sep 73

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Driver Education, *Examiners, *Lesson Plans, Management Education, *Supervisors, Traffic Safety

Well-trained driver license examiner supervisors are necessary in professionalizing the driver licensing system. They should have the highest competence in the management of all technical aspects of the driver training system in their states, gained through formalized pre-service and in-service training. This Instructor's Lesson Plans book contains guidelines on program presentations and a complete set of five lesson plans as part of a systematized training program. Appendixes discuss methods of making instruction more effective, evaluations, several case studies, and teaching techniques. (For related Course Guide, see CE000342.) (MS)

ED 082 044 CE 000 342

Pendleton, John T. Patton, C. Duane
Driver License Examiner Supervisors; Basic Training Program. Course Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.; Technical Education Research Center, Champaign, Ill.
Report No.—DOT-HS-820-288
Pub Date Sep 73
Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Driver Education, *Examiners, Management Education, *Supervisors, Traffic Safety

As part of a systematized training program designed to professionalize the driver licensing system, this course guide gives an overview of the examiner supervisor program. Following an introduction, it outlines training program content, program particulars, how to present the training program, and drivers license examiner supervisor requirements. A list of reference materials is given. (For related Instructor's Lesson Plans, see CE000341.) (MS)

ED 082 045 CE 000 343

Basic Course in Highway Traffic Records; Course Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.—DOT-HS-820-294
Pub Date Sep 73
Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Driver Education, Instructional Materials, Motor Vehicles, Recordkeeping, *Records (Forms), Traffic Regulations, *Traffic Safety

The twelve-part course is structured on a modular basis to allow the various topical areas and units of instruction to satisfy differing training requirements of state and local agencies which vary from state to state. It is specifically designed to provide guidance to state highway safety program management personnel, traffic records coordinators, and traffic records program analysts in the structure, design, implementation, and operation of a statewide traffic records system. (MS)

ED 082 046 CE 000 344

Cleven, Arlene M.
Crash Injury Management for Traffic Law Enforcement Officers; Emergency Medical Services; Course Guide.

Dunlap and Associates, Inc., Darien, Conn.; National Highway Traffic Safety Administration (DOT), Washington, D. C.
Report No.—DOT-HS-820-284
Pub Date Jul 73
Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accidents, *Curriculum Guides, *Emergency Squad Personnel, Health Occupations, Law Enforcement, Medical Services, Motor Vehicles, *Police, Traffic Regulations, *Traffic Safety

The course guide has been prepared to aid in planning and conducting a training program in emergency medical care for first responders to traffic accidents (expected to be patrolling law enforcement officers). This document contains a detailed description of the training program; suggestions for course planning including class size, scheduling lessons, recommended facilities, references, training equipment, and instructor and student prerequisites; guidelines for conducting the course; and recommendations for measuring student achievement. (MS)

ED 082 047 CE 000 345

Joint Minorities Development Program (JMDP). Final Report.

Organizing and Supportive Agency, Inc., Ithaca, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-92-36-72-09

Pub Date 1 Jun 73

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Building Trades, Construction Industry, Cooperatives, Educational Programs, *Negroes, *Skilled Labor, Skilled Workers, Trainees, *Training

The Joint Minorities Development Program (JMDP) was a joint enterprise of Organizing and Supportive Agency, Inc. (OSA) and Human Interest Regarding Employment/Minorities Action Coalition (HIRE/MAC) to train black construction workers and organize them into a self-supportive construction cooperative. JMDP evolved in three stages. The first phase was the construction of an experimental modular home. The second involved program development, operation, and change of direction from modular to conventional house building. A major difficulty was found in meeting the training needs of the men. The third phase was the actual building of a house, characterized by increasing labor dissatisfaction and lack of coordination between the many organizations involved. It is concluded that JMDP was a qualitative if not a notably quantitative success. A small and cohesive group eventually survived and profited from the experience. As a pilot program the project offers valuable background for similar ventures. (MS)

ED 082 048 CE 000 347

Doeringer, Peter B.
Explorations in Low Pay, Collective Bargaining and Economic Mobility.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-81-23-70-08

Pub Date Aug 73

Note—144p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Collective Bargaining, Economics, Employment, *Labor Economics, Labor Market, *Labor Unions, Low Income Groups, *Occupational Mobility, Unions, *Wages, Work Environment

Trade unions and collective bargaining can shape the compensation and opportunities for advancement of workers. The economic outcome at the work place of union activity affects compensation levels, lifetime economic advancement, and the structure of employment. The success or failure of trade unions often depend on the manipulation of economic constraints outside the bargaining relationship, such as control over entry into the labor market, restrictions on non-union competition, and regulation of product markets. While unionization generally raises earnings, its effects are particularly strong for poorly educated workers and black males. Unions stabilize work through systematic assignment of apprentices, more regular employment of older workers, redistribution from the senior to the less senior, and the reduction of voluntary turnover. (MS)

ED 082 049 CE 000 348

Anderson, Barbara Swanson
A Comparison of Two Methods of Instruction in Office Skills: Classroom-Laboratory and Classroom-Laboratory with Cooperative Work Experience.

Vancouver Public Schools, Wash.; Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date Aug 73

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clerical Occupations, *Cooperative Education, *Cooperative Programs, *Employment Patterns, Job Skills, *Office Occupations Education, On the Job Training, Work Experience Programs

The purpose of this study was to determine whether cooperative education programs were more effective in teaching clerical skills, in preparing students for office employment, and in helping them to achieve employment and job success than classroom-laboratory training in office skills alone. Two groups totaling 35 students were compared. A significant difference in favor of the Cooperative group was found on the Minnesota

Clerical Test. Cooperative students also showed a much higher percentage of employment and higher employment in clerical and office positions. Other measures showed no significant differences. It was concluded that a number of factors were identified which supported the continuation of Cooperative Business Education programs. (Author/SC)

ED 082 050 CE 000 349

Instrumentman 1 and C. NAVTRA 10194-C. Rate Training Manual.

Bureau of Naval Personnel, Washington, D.C.

Report No.—NAVTRA-10194-C

Pub Date 73

Note—374p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 0502-050-9710)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Administration, Equipment, *Instrumentation Technicians, *Job Training, Maintenance, *Manuals, *Military Personnel, Repair, Safety, Skilled Occupations, *Vocational Education, Watchmakers

Identifiers—*Instrumentman 1 and C

A guide for advancement and training in the Instrumentman 1 and C ratings for Navy personnel is provided in this manual. The chapters outline the duties and responsibilities of the Instrumentmen involved with mechanical instrument repair and calibration shops, safety procedures, watch and clock repair and adjustments, electrical typewriters, calculators, other office equipment, manufacturing and administrative duties. There are extensive diagrams, drawings, and photographs together with an appendix containing a report of calibration for the Deadweight Tester. (KP)

ED 082 051 CE 000 350

Air Navigation. Flying Training. AFM 51-40. NAVAIR 00-80V-49.

Air Training Command, Randolph AFB, Tex.

Spons Agency—Department of the Air Force, Washington, D.C.; Department of the Navy, Washington, D.C.

Report No.—NAVAIR-00-80V-49

Pub Date 1 Jul 73

Note—452p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.50)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Astronomy, Aviation Technology, *Equipment, *Flight Training, Instrumentation, Job Training, *Manuals, Military Personnel, *Navigation, *Techniques

Identifiers—*Air Navigation
This manual provides information on all phases of air navigation for navigators and student navigators in training. It develops the art of navigation from the simplest concepts to the most advanced procedures and techniques. The text contains explanations on how to measure, map, and chart the earth; how to use basic instruments to obtain measurements of direction, altitude, temperature, and speed; and how to solve basic navigation problems by dead reckoning and map reading. Special techniques used to navigate by radio, radar, and Loran; by using celestial concepts and procedures; and in polar areas are covered. There is information on flight publications, weather services, mission planning, inflight procedures, and low level navigation. The final chapters cover automatic navigation systems and aerial delivery. (Extensive diagrams, illustrations and photographs are included together with attachments on symbol definitions and term explanations.) (Author/KP)

ED 082 052 CE 000 351

Jeanneau, Joseph A. And Others

Small Business Management. Instructor's Manual. Volume I. Third Edition.

Saskatchewan NewStart, Inc., Prince Albert; Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date Feb 73

Note—489p.

Available from—Training Research and Development Station, Department of Manpower and Immigration, Prince Albert, Saskatchewan (\$29.95 for set of four vols. CE 000 351-000 355)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, *American Indians, *Business Subjects, Community Resources, Course Content, Course Descriptions, Course Objectives, Course Organization, Educational Resources, *Lesson Plans, *Management Education, Methods, Teaching Guides, *Vocational Education

The instructor's manual is one of four prepared as a guide in conducting a small Business Management course for American Indians to prepare them for jobs as owners/managers of their own businesses and for management positions with business owned by bonds, cooperatives, and others. The manual contains lesson plans, suggested methodologies, and lists of resources required. In the five months of class time and one month of on-the-job training, the following subject areas are covered: management process; marketing management; finance, accounting, book-keeping; personnel management; business law; personal finance; business communication; production management; and office procedures. Lessons are drawn from different subject areas and arranged serially rather than dealing with an entire subject area. In a detailed introduction the situation of the Indians is reviewed, the course is surveyed, techniques are explained, and resources and setting for the course are discussed. The final emphasis is on adapting the course to local needs, obtaining feedback, and administrative responsibilities. (For Volume II, see CE 000 352; Volume III, CE 000 353; Volume IV, CE 000 355.) (AG)

ED 082 053 CE 000 352

Jeanneau, Joseph A. And Others

Small Business Management. Instructor's Manual. Volume II. Third Edition.

Saskatchewan NewStart, Inc., Prince Albert; Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date 73

Note—486p.

Available from—Training Research and Development Station, Department of Manpower and Immigration, Prince Albert, Saskatchewan (\$29.95 for set of four vols. CE 000 351-000355)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, *American Indians, *Business Subjects, Community Resources, Course Content, Course Descriptions, Course Objectives, Course Organization, Educational Resources, *Lesson Plans, *Management Education, Methods, Teaching Guides, *Vocational Education

The volume is one of four containing lesson plans covering a wide range of business subjects incorporated in a course for American Indians to prepare them for jobs as owners/managers of their own businesses and for management positions with businesses owned by bonds, cooperatives, and others. Lessons are drawn from different subject areas and arranged serially. (For instructions on use of the lesson plans in this volume, see Volume I, CE 000 351. For additional lesson plans, see Volume III, CE 000 353, and Volume IV, CE 000 355.) (AG)

ED 082 054 CE 000 353

Jeanneau, Joseph A. And Others

Small Business Management. Instructor's Manual. Volume III. Third Edition.

Saskatchewan NewStart, Inc., Prince Albert; Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date 73

Note—491p.

Available from—Training Research and Development Station, Department of Manpower and Immigration, Prince Albert, Saskatchewan (\$29.95 for set of four vols. CE 000 351-000355)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, *American Indians, *Business Subjects, Community Resources, Course Content, Course Descriptions, Course Objectives, Course Organization, Educational Resources, *Lesson Plans, *Management Education, Methods, Teaching Guides, *Vocational Education

The volume is one of four containing lesson plans covering a wide range of business subjects incorporated in a course for American Indians to prepare them for jobs as owners/managers of their own businesses and for management posi-

tions with businesses owned by bonds, cooperatives, and others. Lessons are drawn from different subject areas and arranged serially. (For instructions on use of the lesson plans in this volume, see Volume I, CE 000 351. For additional lesson plans, see Volume II, CE 000 352, and Volume IV, CE 000 355.) (AG)

ED 082 055 CE 000 355

Jeanneau, Joseph A. And Others

Small Business Management. Instructor's Manual. Volume IV. Third Edition.

Saskatchewan NewStart, Inc., Prince Albert; Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date 73

Note—497p.

Available from—Training Research and Development Station, Department of Manpower and Immigration, Prince Albert, Saskatchewan (\$29.95 for set of four vols. CE 000 351-000355)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, *American Indians, *Business Subjects, Community Resources, Course Content, Course Descriptions, Course Objectives, Course Organization, Educational Resources, *Lesson Plans, *Management Education, Methods, Teaching Guides, *Vocational Education

The volume is one of four containing lesson plans covering a wide range of business subjects incorporated in a course for American Indians to prepare them for jobs as owners/managers of their own businesses and for management positions with businesses owned by bonds, cooperatives, and others. Lesson are drawn from different subject areas and arranged serially. (For instructions on use of the lesson plans in this volume, see Volume I, CE 000 351. For additional lesson plans, see Volume II, CE 000 352, and Volume III, CE 000 353.) (AG)

ED 082 056 CE 000 360

Career Education in Newark: A Report of the Survey of Career Education in the City of Newark, New Jersey, Volume I.

Greater Newark Chamber of Commerce, N.J.

Pub Date Jun 73

Note—115p.; See CE 000 369 for Volume II, Appendixes

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, City Wide Programs, Community Involvement, Dropout Programs, Educational Finance, *Program Coordination, Program Descriptions, Program Evaluation, *School Community Cooperation, *School Industry Relationship, Surveys, *Vocational Education

Identifiers—Newark

A four-month study undertaken by the Greater Newark Chamber of Commerce with the cooperation of various educational and vocational institutions and business organizations is reported. Discussed are planning and organization for career education, philosophy and roles, financing activities and business-educator relationships. Course offerings are analyzed and program duplication and outdatedness as evidenced by a job survey are explored. Performance measurement of the various programs is considered as well as the dropout problem and the several programs designed to alleviate this situation. The steps taken by Essex County College toward career education are detailed, and Project COED (Center for Occupational Education, Experimentation and Demonstration) is explained. A 37-item bibliography is included. (SC)

ED 082 057 CE 000 364

Cascio, Wayne F.

Value Orientation, Organizational Rewards, and Job Satisfaction.

Rochester Univ., N. Y. Management Research Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-82

Pub Date 10 Aug 73

Note—98p.

Available from—National Technical Information Service, Springfield, Va. 22151 (MF \$1.45 HC price not quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Testing, *Job Satisfaction, Models, Motivation, *Orientation, Predictive Ability (Testing), Predictive Measurement, *Rewards, Surveys, Test Interpretation, Test Selection, *Values

Identifiers—JAS, JDI, Job Attitude Scale, Job Descriptive Index, Lawler Porter Model, Survey of Work Values, SWV, WIFE, Work Itself Work Environment Questionnaire

The nationwide sales force (N=540) of a large food and beverage firm responded to a mail survey designed to investigate the role of value orientation as a moderator of the relationship between organizational rewards and job satisfaction. Of the two main elements in the investigation, the first was concerned with the predictive efficiency of two different measures (one ipsative and one normative) of intrinsic-extrinsic orientation, and the second was an empirical test of some predictions from the Lawler-Porter model, using the orientation measures which were derived from the first part of the study. Results indicated that the normative instrument (Survey of Work Values) was most predictive of both intrinsic and extrinsic value orientation. (AG)

ED 082 058 CE 000 367

Viola, Bart M. And Others

Validity of Armed Services Vocational Aptitude Battery, Form 1, to Predict Technical School Success.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AFHRL-TR-73-7

Pub Date Jul 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Armed Forces, *Military Personnel, *Predictive Ability (Testing), Success Factors, *Test Validity, *Vocational Aptitude, Vocational Schools

Identifiers—Airman Qualifying Examination, AQE, Armed Services Vocational Aptitude Battery, ASVAB

Validities of the four aptitude indexes of the Armed Services Vocational Aptitude Battery (ASVAB), Form 1, and the Airman Qualifying Examination-66 (AQE), were determined for final grades in 46 airman training courses. Comparisons were made between AQE and ASVAB in terms of their ability to predict technical school success. The data demonstrate the ASVAB is an effective instrument for use in the military high school testing program and may be used satisfactorily, as is AQE, to assign enlistees to technical training. Three of the four selector aptitude indexes of the ASVAB (General, Administrative, and Electronics) evidenced their appropriateness by having higher validities for their appropriate courses than any of the other ASVAB aptitude indexes. This sort of specific validity did not obtain for the selector index of the Mechanical cluster. However, 15 of the 16 validities obtained for the selector index in the Mechanical area were at a significant (.01), useful and acceptable level. (Author)

ED 082 059 95 CE 000 368

Developmental Program Goals for the Comprehensive Career Education Model. [with a Review.]

Institute for Educational Development, New York, N.Y.; Ohio State Univ., Columbus. Center for Vocational and Technical Education; Westinghouse Learning Corp., Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—345p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (775-778/005, Region No. 5-11)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Career Education, *Developmental Programs, Educational Objectives, Elementary Education, *Models, Program Development, *Program Evaluation, Secondary Education

Identifiers—*Comprehensive Career Education Model

The Comprehensive Career Education Model (CCEM) is a systematic effort to design and implement a new educational strategy that will ensure that students will be prepared either for immediate employment or continuing education upon leaving school. The CCEM seeks to restructure

ture curriculum at all grade levels in terms of knowledge of career and human development. The model matrix developed is an operational tool providing means for defining, evaluating, and refining context, guidance activities, and other support services associated with career education based on authoritatively derived concepts regarding self, culture, and career. Four critical concepts inherent in the matrix are the eight elements of career education, the cumulative effort of sequencing learning experiences, the unifying of academic and vocational curriculum through career education, and the fragmentability of career education into manageable parts. Two conferences held in March and June 1973 by the Institute for Educational Development critically reviewed the developmental program goals from an intellectual and a utilitarian viewpoint. Their reports are given in the supplemental review. (MS)

ED 082 060 CE 000 369

Career Education in Newark: A Report of the Survey of Career Education in the City of Newark, New Jersey. Volume II. Appendices. Greater Newark Chamber of Commerce, N.J. Pub Date Jun 73

Note—144p.; See CE 000 360 for Volume I

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Dropout Programs, Dropout Research, *Feasibility Studies, *Job Placement, Job Training, Labor Supply, Program Coordination, *Program Descriptions, Program Evaluation, *School Community Cooperation, School Industry Relationship, Surveys, Vocational Education, Vocational Followup, Work Experience Programs

Identifiers—Newark

This volume consists of 29 appendixes. Included are: lists of local business contacts, largest employers and the local advisory committee; write-ups of program evaluations; enrollment statistics and follow up of graduates with regard to employment; dropout statistics and description; special counselor duties; and a statement regarding discrimination in career education. Statements of philosophy and goals are presented by various educational, vocational, business, and community sources. A job needs survey conducted in Dade County, Florida, is presented which includes nine tables giving supply-demand data. A booklet describing the Center for Occupational Education, Experimentation and Demonstration (Project COED) is included, as is a government pamphlet entitled "25 Technical Careers You Can Learn in 2 Years or Less." Also presented is the January, 1973, 27-page feasibility study regarding Newark career education program plans, programs, and needs which prompted the present report. (SC)

ED 082 061 CE 000 371

Fadale, LaVerna M.

An Instrument to Determine Career Awareness.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Office of Occupational Education.

Report No.—Res-Pub-74-1

Pub Date Aug 73

Note—40p.; For Student Booklet, see CE 000372

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, *Career Education, Educational Research, *Elementary Grades, Elementary School Curriculum, *Measurement Instruments, Models, Occupational Clusters, Test Construction, *Test Results

Identifiers—*Career Awareness

The project focused on the awareness role of the elementary school within career education and is based firmly on the School-board Comprehensive Career Education Model and the Occupational Clustering System. A Theoretical basis for the element of career awareness in career education was defined. The existence of career awareness and the differences within this element were determined by an original instrument designed and validated for use at these age levels. Implications for educators and for curricular implementation were suggested by the research findings. The instrument is intended as a tool for classroom teachers and other educators interested in assessing the career awareness element as demonstrated by their students. An administration manual, sample instrument, and two-page bibliography are included. (Author/AG)

ED 082 062

Fadale, LaVerna M.

Career Awareness Inventory. Student Booklet.

State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.

Spons Agency—New York State Education Dept., Albany. Office of Occupational Education.

Pub Date 73

Note—27p.; For Administrator and Research Guide to the Inventory, see CE 000 371

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Educational Research, *Elementary Grades, *Measurement Instruments, *Tests

Identifiers—*Career Awareness

The Inventory was constructed to measure career awareness among elementary school students. In Test I students are shown a number of pictures portraying workers. They are asked to identify the worker's occupation in each situation. In Test II they identify which occupation requires a college education. Test III assesses the workers they may know; Test IV assesses their knowledge of workers who perform services from those who make products; Test V examines prestige; VI at occupational clusters; and VII at what workers in different jobs like to do. For information on its construction, administration, and interpretation, see CE 000 371. (AG)

ED 082 063

CE 000 378

Nursing Procedures. NAVMED P-5066.

Bureau of Medicine and Surgery (Navy), Washington, D.C.

Report No.—NAVMED-P-5066

Pub Date 73

Note—514p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Equipment, Equipment Maintenance, Health Occupations Education, *Instructional Materials, *Manuals, *Medical Education, Nurses, *Nursing

The revised manual of nursing procedures covers fundamental nursing care, admission and discharge of the patient, assisting with therapeutic measures, pre- and postoperative care, diagnostic tests and procedures, and isolation technique. Each of the over 300 topics includes the purpose, equipment, and procedure to be used and, where relevant, such items as points to emphasize, care of equipment, and diagrams. The document is indexed. (MS)

ED 082 064

CE 000 380

Beck, E. M.

Effects of Time on the Relationship Between Status of First Occupation and Current Occupational Status.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Economic Development Administration (DOC), Washington, D.C. Office of Economic Research; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—RID-73-2

Pub Date Jan 73

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Ladders, Employment Opportunities, Job Tenure, Occupational Aspiration, *Occupational Mobility, *Occupational Surveys, *Promotion, *Occupational Status, Socioeconomic Status, *Vocational Development

Several empirical studies of the status attainment process have demonstrated that the influence of first occupation on current status decays as the time in the labor force advances. In this study three mutually exclusive models are postulated to account for this phenomenon. Using synthetic cohort data from 834 employed non-farm males, strong support was found for the proposition that the importance of the initial entry point in the labor force on current occupational status decreases as the length of time spent in the labor force increases, and the rate of this loss increases with time. (Author/MS)

ED 082 065

CE 000 381

Beck, E. M.

A Canonical Approach to Assessing Occupational Mobility Matrices.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Economic Development Administration (DOC), Washington, D.C. Office of

Economic Research; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—RID-73-6

Pub Date Jan 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Correlation, Economic Change, *Economic Development, *Matrices, Mobility, *Occupational Mobility, Relocation, Socioeconomic Status

A canonical technique is explored that permits assessment to which origin positions determine destination positions within occupational structures. This procedure requires expressing the occupational positions as binary variables, then obtaining canonical correlations among the sets of binary variables. The association between origin and destination positions is taken as the mean square of these canonical correlations. An application of the technique to intra-generational mobility during regional economic development is provided. (Author)

ED 082 066

CE 000 382

Beck, E. M. Summers, Gene F.

Industrial Development and Changes in Occupational Structures.

Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—Economic Development Administration (DOC), Washington, D.C. Office of Economic Research; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—RID-73-11

Pub Date Aug 73

Note—24p.; Paper presented at the Annual Meetings of the American Sociological Association, New York, August, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developed Nations, *Economic Development, Employment, *Industrialization, Industrial Structure, *Occupations, Rural Development, *Rural Population, Socioeconomic Influences, Specialization, White Collar Occupations

The industrial development of rural areas within a technologically and industrially advanced nation consists essentially of a redistribution of economic activity. Resultant changes in occupational structure may be assessed through study of five major areas: market participation, sectoral relocation, work specialization, occupational upgrading, and bureaucratization. Introduction of a large-scale production facility to a rural area was studied (along with a control group) for its impact on the area work force. Its effects were marginal in terms of market participation and work specialization but more pronounced in regard to sectoral relocation and occupational upgrading (especially in white-collar occupations). There is some support for the proposition that rural development increases work bureaucratization. The apparent lack of major impact of industrialization may be due to the brevity of the research period (1966 to 1971), the effects being too localized to measure with available data, or, most likely, the dilution of effects through wide dispersal within the region. (MS)

ED 082 067

CE 000 387

Private and Commercial Pilot: Gyroplane. Flight

Test Guide, Part 61 Revised 1973, AC 61-60.

Federal Aviation Agency (DOT), Washington, D.C. Flight Standards Service.

Pub Date 73

Note—48p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5011-00066, \$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Certification, Equipment, *Flight Training, *Guides, Standards, *Tests

Identifiers—*Gyroplane Pilot

This flight test guide assists the applicant and his instructor in preparing for the Private or Commercial Pilot Rotorcraft Certificate with Gyroplane Rating under Part 61 (revised) of Federal Aviation Regulations. It contains information concerning pilot operations, procedures, and maneuvers relevant to the flight test required for these certificates. Preflight Operations, airport and traffic pattern operations, normal and crosswind take offs and landings, straight and level flight, climbs, descents, turns, flight maneuvering by reference to ground objects, maneuvering at critically slow airspeeds, cross country flying, and

emergency procedures are outlined. A suggested flight test checklist is included. (KP)

CG

ED 082 068 CG 008 033

Burgette, Patricia Rosp.
Perceptions of Fifth and Sixth Grade Females of Vocational Goals and Expected Lifestyle.

Pub Date 70

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Students, *Females, Goal Orientation, *Life Style, Marriage, *Occupational Aspiration, *Occupational Choice, Questionnaires, *Role Perception

In an effort to develop recommendations regarding programs tailored for the needs of elementary school females, data was collected and analyzed regarding goals and aspirations as expressed by girls at this academic level. A questionnaire was designed to tap the vocational aspirations and expected lifestyle of the girls selected to participate in the study. The sample questioned revealed that the young girls made their vocational choices from a narrow range of occupations and ones that are traditionally feminine. The lifestyles the girls envisioned were unrealistic in terms of a vocation along with marriage and a family. Some recommendations were made as a result of the data gathered. Further educational experiences intended to broaden the vocational possibilities for girls as well as to encourage more realistic expectations for future lifestyles are suggested. (Author)

ED 082 069 CG 008 108

Wilson, Charles C., Ed.

School Health Services.

American Medical Association, Chicago, Ill.; National Education Association, Washington, D.C.
Pub Date 64

Note—425p.

Available from—National Education Association of the U. S., 1201 Sixteenth St., N. W. Washington, D. C., 20036 or American Medical Assoc., 535 North Dearborn Street, Chicago, Illinois 60610 (HC-\$5.00, Paper-\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Child Development, Disease Control, *Emergency Programs, *Hygiene, *Mental Health, Parent Counseling, Reference Books, *School Community Relationship, *School Health Services, School Responsibility, School Safety

A comprehensive guide for health procedures in small and large school systems, this volume emphasizes the need for coordination of school efforts with those of parents, departments of health, private practitioners of medicine and dentistry, and community health agencies. Particular attention is given to the role of the teacher in school health services. This reference volume focuses on the school health services aspect of school health education, the procedures carried out by physicians, nurses, dentists, teachers, and others to appraise, protect, and promote the health of students and school personnel. Such procedures are designed: (1) to ascertain the health status of pupils and school personnel; (2) to counsel pupils, teachers, parents, and others to arrange needed treatment or school programs; (3) to help prevent communicable diseases; (4) to provide emergency care for injury or sudden illness; (5) to promote optimum sanitary conditions and to provide proper sanitary facilities; and (6) to protect and promote the health of school personnel. (Author/NMF)

ED 082 070 CG 008 116

Drug Information and Attitude Development. Interim Evaluation Report. August 1, 1971 - July 31, 1972.

Ferguson-Florisant School District, Ferguson, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 72

Note—228p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Changing Attitudes, *Counselor Training, Curriculum Development, *Drug Education, *Information Dissemination, Parent Participation, Program Descriptions, School Community Programs, *Student Behavior, *Teacher Education

Identifiers—Drug Abuse Education Project, *Elementary Secondary Education Act Title III, ESEA Title III

This is an interim report on the Drug Abuse Education Project, a three-year K-12 program designed primarily to train teachers and develop curriculum in the area of drug abuse. During the first year (1971-72), instructional units were developed at all grade levels by district teachers who had taken part in a training program that included a series of workshops in drug abuse education, followed by a graduate level course designed to prepare them to write drug abuse curriculum. The curriculum will eventually be made available to all elementary teachers as well as all secondary teachers in related subject areas such as Health and Biology. During the school year, 227 staff members attending a series of four-session workshops, screened numerous drug abuse instructional programs, and made presentations about the problems of drug abuse to civic groups. It is planned that, during 1972-73, there will be a continuing emphasis on teacher training, curriculum development and the offering of a training program for district counselors similar to a practicum in drug abuse counseling. (Author/NM)

ED 082 071 CG 008 117

Final Report to Youth Development and Delinquency Prevention Administration.

California State Dept. of the Youth Authority, Sacramento.

Spons Agency—Youth Development and Delinquency Prevention Administration (DHEW), Washington, D.C.

Report No.—DHEW-SRS-73-26025

Pub Date Nov 72

Note—372p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Adolescents, *Delinquency Prevention, *Disadvantaged Youth, Federal Aid, *Juvenile Courts, Police Community Relationship, Research Projects, *Socially Deviant Behavior, *Youth Programs

Identifiers—Youth Service Bureaus, YSB

The 1967 President's Crime Commission proposed the development of youth service bureaus, the concept and purpose of which were to provide needed services to youth rather than process them unnecessarily through the courts. As the Crime Commission Report provided no models for these bureaus, many types evolved. This study locates and describes numerous programs and procedures, and the influences significant in shaping the nature of bureaus in different communities. A minimum of 200,000 youth received services from approximately 140 bureaus in a one year period of 1971-72. Typical programs have five or six full-time staff members and utilize, or plan to utilize, volunteer services. Individual counseling and referral are reported as the most important bureau service. Two-thirds of the programs are in urban, core, or Model Cities neighborhoods. All ethnic groups are serviced; 60% of cases are boys, 40% girls. School, law enforcement and self are primary sources of referral. Physical facilities tend to be in reasonable and useful condition, although neighborhood conditions tend to be poor. The most pressing problem is funding. The report describes 58 bureaus and makes recommendations for developing priorities and policies. (Author/NMF)

ED 082 072 CG 008 124

Davis, Robert E. Gilliland, Burl

Group Experiences for School Counselors. A Program Guide for Group Processes Workshops for School Counselors.

Spons Agency—Tennessee State Dept. of Education, Nashville.

Pub Date Jul 72

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counselors, Evaluation Methods, Group Dynamics, *Group Experience, Group Guidance, Group Unity, *Leadership Training, *Personal Growth, Role Playing, *Workshops

This booklet serves as a basis for an experience-based group guidance workshop for school counselors. By providing activities, prac-

tice in methodology, and feedback, the workshop aims at the following objectives: (1) to equip counselors with specific techniques appropriate to group leaders; (2) to encourage counselor creativity in group guidance activities; (3) to promote personal development of group leaders; and (4) to develop improved skills in interpersonal relations. The major techniques employed to meet these objectives consist of brainstorming, achieving consensus, building group unity, and role playing. The booklet discusses five types of group leadership styles and provides evaluation skills related to group activities. Personal growth sessions and communication skills constitute additional emphasis of the workshop. (Author/LAA)

ED 082 073 CG 008 140

Jones, G. Brian And Others

Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-346-6-73-FR

Pub Date Jun 73

Contract—OEC-0-72-4986

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Planning, Counseling, Employment Qualifications, Followup Studies, *Guidance Services, Job Placement, *Models, *Noncollege Preparatory Students, Self Concept, *Vocational Development

This study synthesizes evidence on the realignment of practical career guidance, counseling, and placement that has occurred since 1968 for noncollege-bound students. This study examines and classifies 13 guidance programs according to whether they emphasize vocational choice, vocational development, employability development, or placement and follow-up. The second section of the report specifies factors related to the integration of practical career guidance for noncollege-bound youth. The final section provides a model for systematic planning, structuring, and evaluating of career guidance, counseling and placement for this student population with an emphasis on the importance of self-concept in vocational development, the model consists of content evaluation, input evaluation, process evaluation, and product evaluation. The report also offers a taxonomy of indirect, shared, and direct functions of students, teacher, and counselors for stimulating and maintaining student responsibility for vocational and career development. (Author/LAA)

ED 082 074 CG 008 153

Wright, E. N.

Student's Background and Its Relationship to Class and Programme in School.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Dec 70

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Students, *Family Background, High School Students, Native Speakers, *School Demography, *Second Languages, *Socioeconomic Status, *Special Programs, Student Grouping, Vocational Schools

Identifiers—Every Student Survey, Toronto

This study, part of a larger project, reports information on the number of non-Canadian born children in opportunity classes and in the special vocational schools by sex, showing the mother tongue of the pupils and the percentage of non-Canadian-born pupils in these classes as compared to the general school population. In addition to obtaining information from student records in the computer service, this study developed a questionnaire to determine place of birth, mother tongue and parental occupation of Toronto school students on both the elementary and high school levels. The study reports the results according to country of birth, language, and socioeconomic status. The data show a variety of students in special classes from both high and low income homes and with both immigrant and non-immigrant status; however, proportions of these students in special classes vary in a pattern highly consistent with parental occupations, place of birth, and bilingualism. (Author/LAA)

ED 082 075 CG 008 154
A Guide to Personal Exploration Through Group Guidance, K-12.

Louisiana State Dept. of Education, Baton Rouge.; Louisiana Technological Univ., Ruston. Pub Date 70

Note—58p.; Bulletin No. 1178

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Guidance, *Group Guidance, Guides, *Information Needs, Learning Activities, *Occupational Information, *Personal Growth, Social Values

This publication presents specific guidelines to be used by counselors and teachers in the implementation of an effective program of individual exploration through group guidance. The program aims at offering students the opportunity to understand themselves and their present and future environments; however, no effort is made to include group counseling activities. Personal, social, educational, and occupational information for students is presented at three levels of development: kindergarten through sixth grade, seventh through ninth grade, and tenth through twelfth grade. At each level, attention is focused on five areas of consideration: (1) unique informational needs of students at that particular level of maturity; (2) suggested group activities to meet these needs; (3) immediately adaptable resource aids for teachers; (4) references teachers can use for in-depth study; and (5) an evaluation to test the effectiveness of the program. Through the use of this guide, priorities may be established for building a continuous, systematic, vertical guidance system to help prepare all students for decision making in their post school environments. (Author/NMF)

ED 082 076 CG 008 179**Cole, Steven G. Davenport, Kathleen.**
Reported Friendliness Toward Mexican-Americans as a Function of Belief Similarity and Race.

Pub Date 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beliefs, Ethnic Groups, Friendship, Junior High School Students, *Mexican Americans, *Peer Relationship, Racial Attitudes, *Racial Factors, Social Discrimination, Social Relations

The theoretical basis for the present study is the proposition that reactions to minority group members by white individuals are related to belief similarity rather than racial similarity. Ninth grade students were tested on two occasions with a questionnaire composed of a value scale, an information section, a friendliness scale, and a similarity scale. The results of the study indicate that the subjects respond primarily in terms of belief and secondarily in terms of race. Although similar studies exist for other minority groups, a meaningful comparison of prejudice toward different ethnic groups requires a study designed specifically for that purpose. (Author/LAA)

ED 082 077 CG 008 183**Helper, Rose.**
White People's Reactions to Having Black People as Neighbors: Current Patterns.

Pub Date 73

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Caucasians, Community Organizations, Educational Background, Ethnic Groups, *Housing Patterns, *Negroes, *Neighborhood Integration, *Social Attitudes, Socioeconomic Background

Identifiers—California, Colorado, Denver, Los Angeles, New York City, New York State, Seattle, Washington State

Through an analysis of recent research, this study attempts to arrive at an overview of white peoples' reactions to having black people as neighbors, and discovers several patterns which depend on the composition of the neighborhood. Stable white areas, black areas, mixed areas, private residential developments, blue collar areas, suburbs, and ethnic neighborhoods are all discussed. The study also examines community-wide organizations in four metropolitan areas which use extensive networks of communication to advance black-white integration. The report concludes that increasing evidence points to low socioeconomic level and low educational level as major factors in white resistance to having black neighbors, but other factors such as fear of intermarriage, fear of lowered property value, and

fear of crime still operate. The report does not find a distinct pattern of interaction in black-white integration but rather a variety of degrees and kinds of interaction. (Author/LAA)

ED 082 078 CG 008 184**Hopkins, Laurie I.****Case Studies in Practical Career Guidance, Number 13: Youth Career Action Program, San Jose Unified School District, San Jose California.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Report No.—AIR-346-6-73-TR

Pub Date Jun 73

Contract—OEC-0-72-4986

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Planning, *Disadvantaged Youth, *Educational Programs, Employment Qualifications, *Individualized Programs, Job Placement, Secondary School Students, *Urban Areas, *Vocational Development

Identifiers—California, San Jose, Youth Career Action Program

The Youth Career Action Program is an example of a vocational-educational program that can be implemented within a large city in conjunction with a secondary school district. The YCAP Center provides a clearly designated place for hard-to-place young people—primarily those who are under-educated, economically disadvantaged, and have little concept of work and employer expectations—to come for highly individualized services relating to vocational and educational development. The specific goal of YCAP is to be a focal point for school, governmental, and community efforts to aid the target population. The program annually helps at least 1,000 young people to prepare for entry into suitable jobs and plan for satisfactory careers. (Author)

ED 082 079 CG 008 187**Lacher, Maury.**
Dropouts Within College.

Pub Date Mar 73

Note—18p.; Paper presented at the Eastern Psychological Association Convention in Washington, D.C. on May 3-5, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, *Anxiety, Behavior, College Students, *Overachievers, Self Control, *Student Alienation, Student Attitudes, *Underachievers, Values

There are a number of apparent similarities between dropouts and academic achievers: both groups have been described as alienated and impulsive, and both can be difficult counselees because they reject some traditional values. This investigation focused on the behaviors and attitudes of a group of 23 male college sophomores who were academic underachievers, and a matched group of overachievers. Longitudinal interview data and test data were collected. The results supported the hypotheses that underachievers would be significantly more likely than overachievers to report and display "irresponsible" behaviors arising from impulsivity and anxiety over achievement in work situations. Cluster analyses of subjects' scores on the Omnibus Personality Inventory and Opinion, Attitude, and Interest Survey, together with interview data suggest the possibility of subgroup approach to underachievement. In addition, excerpts from the interviews illustrate the kinds of complex interactions that underachievers have with work, with teachers, and with those trying to intervene. (Author)

ED 082 080 CG 008 188**Liston, Walter****The "Freaky" Kid Who Needs Help: His Characteristics, His Alternatives.**

Pub Date Feb 73

Note—26p.; Paper presented at the American Personnel and Guidance Association Meeting, 9-12 February 1973, San Diego, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clinics, *Crisis Therapy, Drug Abuse, Intervention, Medical Services, *Practitioners, *Voluntary Agencies, Volunteers, *Youth

This paper discusses the role of the free clinic in helping youth. It examines the activities of the

Health Emergency Aid Dispensary (HEAD) in New Orleans, a free clinic that: (1) performs pregnancy tests; syphilis and gonorrhea tests, urinalysis for kidney ailments, PAP smears; (2) prescribes birth control; and provides rapid consultation of a crisis-intervention nature through a 24-hour telephone-answering service. The log of a counseling graduate student from Louisiana State University who worked at HEAD to fulfill his practicum requirement provides an insight into the daily experiences encountered at HEAD. The log describes the orientation program, volunteer training, drug problems, venereal disease lectures, emergency telephone calls, and community requests for resource information. The paper concludes that working in such practical settings as HEAD broadens and deepens a counseling student's understanding of the real environment from which his prospective counselees will come. (Author/LAA)

ED 082 081 CG 008 189**Lowe, Joseph M.****Improving Interpersonal Relationships among Senior High School Students in A Recently Desegregated School.**

Alachua County School Board, Gainesville, Fla. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-1-D-071

Pub Date Jun 73

Grant—OEG-4-72-0012

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *Group Guidance, *High School Students, Interpersonal Relationship, Multimedia Instruction, Public Schools, *Racial Attitudes, *School Integration, Self Concept, Values

Identifiers—Social Distance Scale, Tennessee Self Concept Scale

This pilot project tests the effectiveness of group process techniques and value clarification strategies for changing attitudes of senior high school students participating in a curriculum involving extensive media utilization. Specifically, the study provides opportunities for students: (1) to examine alternatives and to talk about the values and consequences of those finally selected; and (2) to examine the similarities and differences of people, particularly those in racial and religious subcultures. The study involves 30 black students and 30 white students who attended five seminars featuring a free exchange of ideas and feelings. The seminars used books, taped programs, field trips, log books, and value sheets in their instructional approach. Subjects were administered the Tennessee Self Concept Scale and the Social Distance Scale before and after the seminars. Results show that the program achieved some success in modifying attitudes toward self and others. (Author/LAA)

ED 082 082 CG 008 190**Neilson, Jacqueline****Older Children Need Love Too.**

Children's Bureau (DHEW), Washington, D.C.

Report No.—DHEW-OCD-73-16

Pub Date [71]

Note—29p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.40, Stock #1791-00184)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adopted Children, *Adoption, Child Care Centers, *Emotional Adjustment, Foster Children, Placement, *Psychological Needs, *Social Agencies, Social Workers

This booklet urges social agencies to focus more attention on older children who have not previously been considered for adoption and describes a San Diego adoption program for older children in which the psychological difficulties faced by these children are discussed. The booklet offers suggestions for the social worker in earning the child's trust, handling separation, and building on the child's past experiences. It stresses the importance of foster parents, community, and social agency working together in programs for older children. In discussing methods and techniques for treating older children, the pamphlet focuses on the interview session, the handling of feelings, the use of treats, and the utilization of visual aids. The booklet also includes flexible guidelines for placement of older children in foster and adoptive families. (Author/LAA)

ED 082 083 CG 008 196
Sutton-Smith, B. Rosenberg, B. G.
Sex Differences in the Longitudinal Prediction of Adult Personality.
 Pub Date Apr 73

Note—9p.; Paper presented at the Society of Research in Child Development in Philadelphia, Pennsylvania in April, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adults, Birth Order, *Family Structure, Females, Identification (Psychological), Males, *Role Perception, *Sex Differences, Siblings, *Stereotypes

This paper deals with two sets of data—one that fails to find any long-term sex differences in adults, and another which seems to find such differences. The Berkeley Guidance Study offers longitudinal data in which no variables differentiate between the two sexes at all age levels. From these results, the authors conclude that the normal course of sex role development involves a gradual acquisition of individual sex role character which continues throughout the years and which is less fixed than usually assumed. A second study on family structure points to sex differences which have impact on family size, birth order, number of children, and spouse characteristics. The authors conclude that sex role research should concentrate less on sex stereotyped and justificatory mythology of sex role universals and more on specific research pertaining to the age and ecological relevance of the differences that do appear. (Author/LAA)

ED 082 084 CG 008 199
Wiche, Vernon R.

The Group Adoptive Study: A Seminar.

Pub Date 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption, *Agencies, *Agency Role, Emotional Adjustment, *Group Discussion, Group Dynamics, *Parent Attitudes, Parent Participation, Placement, *Seminar

This study examines the use of group methods in adoption practice. Already in use during intake and post-placement, group methods are now proving relevant in the adoptive study of applicant parents and in the improved knowledge and effectiveness of service delivery. In the form of a seminar for applicants, this adoptive study explores the following: (1) emotions; (2) purposes of the adoptive study; (3) the adoption worker; and (4) adoptive parents as distinguished from natural parents. Adoptive study serves a dual purpose: (1) preparation for adoptive parenthood; and (2) evaluation of applicant parents. An appropriate vehicle for attitudinal change, the group discussion method provides an opportunity for applicants to discuss their attitudes with other adoptive parents. The report includes an outline of the mechanics of group study and an assessment of the relative merits of an individual versus group approach. (Author/LAA)

ED 082 085 CG 008 203
Student Involvement Survey.

District of Columbia Public Schools, Washington, D. C. Departments of Research and Evaluation.
 Pub Date Mar 73

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, High School Students, Intercommunication, Junior High School Students, Public Schools, *Secondary Schools, *Student Government, *Student Participation, *Student School Relationship

This study determines the current status of student government in the District of Columbia public secondary schools and elicits students' opinions relative to meaningful student involvement in decision-making. This report reflects the responses of student council members and officers, Student Advisory Council participants, staff participants, and a sub-sample of the student body. Findings suggest that: (1) little difference exists between survey responses of senior and junior high school participants; (2) lack of effective communication between student councils, their constituency, and staff has led to little understanding regarding meaningful student involvement in decision-making, and to widespread dissatisfaction with present student councils; (3) areas identified as important by senior and junior high school participants contain substantial overlap; and (4) both students and staff have positive feelings about student participation in decision-making. (Author/LAA)

ED 082 086 CG 008 207
Gable, Robert K.
Perceptions of Personal Control and Conformity of Vocational Choice as Correlates of Vocational Development.

Pub Date Feb 73

Note—16p.; Paper presented at the American Personnel and Guidance Association, 9-12 February 1973, San Diego, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conformity, Decision Making, Evaluation Methods, *Females, *Measurement Instruments, *Occupational Choice, Perception, Personality Assessment, Testing, *Vocational Development

The author reviews the literature on vocational development with an emphasis on instruments which measure vocational maturity. This study examines differences in the vocational maturity of women across different levels of internal-external (I-E) control and typical versus atypical vocational choice. The study made the following predictions: (1) internally-controlled women will have a higher vocational maturity score than externally-controlled women; (2) women making atypical vocational choices will have higher vocational maturity scores than those making typical choices; and (3) an interaction between type of choice and perception of control with respect to vocational development will exist. Using Crites' Vocational Development Inventory and MacDonald-Tseng's I-E scale to measure vocational maturity, the author proposes utilization of the I-E control construct in examining vocational maturity of college women in order to contribute to an understanding of the vocational choice process. (Author/LAA)

ED 082 087 CG 008 208

Harrison, Don K.

Similarity-Disimilarity in Counselor-Counselee Ethnic Match: An Investigation of the Attitudes of Black Counselors Toward White Counselors.

Pub Date Aug 73

Note—12p.; Paper presented at the American Psychological Association convention in Montreal, Canada in August 26-31, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affiliation Need, Caucasians, *Counseling Effectiveness, *Counselors, Interaction, Interpersonal Relationship, *Negro Attitudes, Psychological Needs, Racial Attitudes, *Racial Factors

Attitudes of black counselees toward white counselors were investigated using Rosen's Consequence Model Questionnaire (an adaptation of Edward's decision making paradigm of subjective probability-utility) and Gurin's modification of Rotter's Internal-External Locus of Control Scale. Pre-measures revealed an overall favorable attitude toward white counselors before the counseling experience. Post-attitude measures revealed a significant (P less than .01) attitude of black counselees assigned to white counselors and a more significant (P less than .001) negative attitude toward white counselors by black counselees who had black counselors. Experience sensitized counselees to the limitations of white counselors, suggesting they became pro-black rather than anti-white. (Author)

ED 082 088 CG 008 209

Hofstetter, Heather

The Woman's Contribution to Family Social Status.

Pub Date May 73

Note—51p.; Paper presented at the Midwest Sociological Society Meeting, 3-5 May 1973, Milwaukee, Wisconsin

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Family Characteristics, *Family Status, *Females, Males, Models, *Role Theory, *Social Status, Social Stratification, Social Systems

This paper examines the model of the family which permeates stratification literature, introduces a modified way of conceptualizing the family which takes into account its changing nature and subjects the reformulation to a limited empirical test. The data used to test this reformulation were drawn from a longitudinal research project on 779 undergraduates. Research variables consisted of occupational status of parents, parents' educational level, family's social class distribution, and occupational-status discrepancies. The results consistently support the resource model, suggesting that persons do take into ac-

count family members, other than the father, when they are asked to assess their family's social status. (Author)

ED 082 089 CG 008 210

Holcomb, Margaret

Anxiety, Acceptance, and Achievement in Seventh-Grade Children.

Pub Date 72

Note—92p.; Master's Thesis

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, Adolescence, *Anxiety, *Child Development, Failure Factors, *Junior High School Students, *Peer Acceptance, Reading Level, School Environment, Success Factors

This report, after thoroughly surveying the literature on anxiety, acceptance, and achievement, focuses on the relationship between a child's anxiety, peer acceptance, reading level, and overall school achievement as part of child development. Eight seventh-grade classes served as subjects for the study which examined such variables as age, sex, socioeconomic level, scores on Iowa Tests of Basic Skills, Iowa Silent Reading Test, and Children's Manifest Anxiety Scale with L-scale; and sociometric ratings of peers. Results show that anxiety does not relate significantly with the other variables under examination, with the exception of age. However, peer acceptance does reflect a relationship with school achievement, reading level, sex, and socioeconomic level. The author contends that since one justification for tracking students consists in freeing the child from the anxiety of competing with academically able students, the absence of anxiety as a contributing variable supports the abolishment of such homogeneous groups. (Author/LAA)

ED 082 090 CG 008 214

Witchel, Robert

Gestalt Therapy: Development, Theory, and Techniques.

Pub Date May 73

Note—10p.; Paper presented at the American Personnel and Guidance Association Meeting, 23-27 May 1973, Atlanta, Georgia

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Desensitization, Maturation, Perception, *Psychology, *Speeches, *Theories, *Therapy

Identifiers—Gestalt Therapy

This paper presents a full review of the literature in the area of Gestalt Therapy and could be helpful in familiarizing people with this discipline. The roots contributing to the development of Gestalt therapy as presently practiced are explored briefly. Gestalt theory is presented in a developmental way, initially exploring the relationship between an organism and the environment. The paper also presents some basic guidelines or rules of Gestalt Therapy and some common Gestalt Therapy techniques such as games of dialogue, unfinished business, playing projections, reversing behavior, body movement and expression, the contact withdrawal rhythm, and dream work. Also provided are further resources for use in exploring Gestalt Therapy, including research demonstrating the effectiveness of Gestalt Therapy in group settings. The author concludes with a reminder that Gestalt Therapy can best be understood through direct experience with Gestalt therapists or people who have learned to follow their personal awareness continuum. (Author/CJ)

ED 082 091 CG 008 219

Shelton, Judith

An Analysis of a Family Involvement-Communication System in a Title I Elementary School. Final Report.

Oklahoma State Univ., Stillwater.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-2-F-092

Pub Date 15 Jul 73

Contract—OEC-6-72-0737(509)

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anti Intellectualism, Cultural Differences, Disadvantaged Youth, Elementary School Teachers, *Family Involvement, Home Visits, Lower Class Parents, *Lower Class Students, Middle Class Values, *Paraprofessional School Personnel, Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, Teacher Attitudes

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Family Involvement Communication System

This investigation was undertaken to determine if economically deprived students' behavior, attendance and achievement would improve as a result of teacher-parent dialogue and contact through Family Involvement-Communication System (FICS) training. The procedures developed as FICS training were based upon the following assumptions: (1) low-income parents can be trained to train middle-class teachers in communicating effectively with parents and children living in low-income neighborhoods; and (2) more open communication and involvement between school and home would enhance the educational growth of youngsters. The results of this investigation indicate that increased communication and involvement between low-income families and teachers significantly increase children's average daily attendance and achievement. FICS training may be effective in opening lines of communication and involving low-income parents and teachers in productive dialogue and action, thereby enhancing the educational growth of youngsters. (Author)

ED 082 092 CG 008 222

Bates, Percy And Others
Systems Approach to a Taxonomy of Disadvantage.

Manpower Science Services, Inc., Ann Arbor, Mich.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Apr 73

Note—125p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Disadvantaged Environment, *Manpower Development, Manpower Needs, Models, *Program Design, Success Factors, *Systems Approach, Systems Development, *Taxonomy, Theories

An effort to develop a classification of various kinds of disadvantage is aimed at the efficiency that can be gained by providing only those services to those clients who can use them in order to increase their chances of successful placement. The report details some of the elements of the recommended approach: analysis of manpower situations in terms of inputs to clients and process objectives; identification of those client responses which delay or preclude achievement of those objectives; and construction of a classification of strategies for dealing with such "ineffective" responses so as to facilitate goal attainment. The proposed classification scheme is illustrated, and its potential for efficiency of service and staff accountability for goal achievement is discussed. Finally, the report discusses characteristics of an organizational structure for manpower agencies necessary for implementation of the scheme, and the research questions which must be answered to operationalize the system. (Author)

ED 082 093 CG 008 225

Golin, Norman Saffertstone, Mark
Peer Group Counseling: A Manual for Trainers: 6427.05.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—83p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, *Counselor Training, Decision Making Skills, Group Guidance, Learning Activities, Manuals, *Peer Counseling, *Pupil Personnel Workers, *Self Concept, Social Values, Training

Identifiers—*Quinmester Program

Developed for use in the Dade County, Florida, school system, this training manual presents an overview of curriculum materials, course design and methodology by which a unit in peer counseling can be conducted. It is designed to aid students in developing facilitative behavior and counseling skills. Goals of this training program for peer counseling include: (1) increasing students' awareness of themselves and others; (2) developing facilitative communication skills; (3) developing problem-solving and decision-making skills; (4) clarifying students' value systems; and (5) developing small group guidance skills and techniques. The 15-session program is designed so that learning takes place primarily through the affective experiences of group interaction. It is in-

tended that a student trained in peer counseling during one quinmester will have the opportunity to engage in peer counseling the following quinmester. (Author/NMF)

ED 082 094 CG 008 226

Hall, R. Vance Harris, Jasper W.

An Academic Incentive Program for High School Youth from a Poverty Area.

Juniper Gardens Children's Project, Kansas City, Mo.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Research and Development Resources.

Bureau No—BR-1-G-090

Pub Date Jun 73

Grant—OEG-7-72-0006(509)

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Behavioral Objectives, Behavior Change, Counseling, *Depressed Areas (Geographic), *Disadvantaged Youth, Discipline Problems, High School Students, Incentive Systems, Performance Specifications, *Underachievers

The general purpose of the research at Sumner High School was to apply reinforcement contingencies to the academic behaviors of underachieving students who have college potential, and to evaluate the results of the reinforcement contingencies. The specific aim was to improve academic achievement in these youth and to motivate them to qualify for and to enroll in college. This was accomplished through identifying talented poverty area students, defining and measuring their appropriate and inappropriate academic behaviors and their school achievement, applying contingent reinforcement and evaluating the results through careful measurement and analysis of the techniques which produced desirable academic behavior. The results of the research indicated that the most significant gains in achievement are noted when classes were structured, when more clearly defined cues were given, and when the number of responses required of students were increased. (Author)

ED 082 095 CG 008 228

Simulation Games as Used in Resident Assistant Training Programs.

Pub Date 73

Note—26p.; Paper presented at the American Personnel and Guidance Association Meeting, 9-12 February 1973, San Diego, California

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Decision Making Skills, Emergency Programs, Feminism, Leadership Training, Problem Solving, *Resident Assistants, *Simulation, *Skill Development, *Staff Improvement

This presentation discusses the use of simulation games in the training of resident assistants, and discusses such items as student response to this type of training device, rate of success in promoting discussion, stimulating thinking, and developing skills, and the use of this device as a vehicle for peer feedback. Three specific games are presented as examples dealing with basic decision making, programming, and women's rights. The discussion of these three games and their specific content aims at stimulating ideas among the audience for possible uses of the device on other campuses. The final part of the presentation deals with the specifics of creating new games for other campus situations and at developing skills in the area of staff training and in the development of new applications of the simulation device. (Author/LAA)

ED 082 096 CG 008 231

Reed, Gail

Rings 'N Things, Home and Family Education:

2618.01.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—58p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adjustment (to Environment), *Behavioral Objectives, Curriculum Guides, *Family Life Education, *High School Students, Homemaking Education, Interpersonal Relationship, *Marriage, Role Perception

Identifiers—Dade County, Florida, *Quinmester Program

Prepared for high school students, this course in Home and Family Education focuses upon the attitudes, events and ceremonies, both traditional and contemporary, surrounding engagement and marriage in our society. The course addresses itself to nine behavioral outcomes that should result from the multimedia resources and learning activities suggested. The course content deals with personal assessment of values and expectations concerning marriage and family living, interpersonal relationships, love relationships, and human sexuality. The course examines the traditions and customs surrounding marriage in terms of courtship and engagement, ceremonies, civil and religious laws, and customs in other cultures. Finally, it discusses possible predictors of marital success such as maturity, role expectations, commitment, and earlier adjustments. The report contains an exhaustive bibliography of books, pamphlets, periodicals, films, filmstrips, charts and posters which pertain to marriage and home life. (Author/LAA)

ED 082 097 CG 008 232

Ryan, T. A.

Value Conflict in Elementary Schools in Hawaii.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-0528

Pub Date Jul 73

Grant—OEG-0-9-210528-4472

Note—192p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Childhood Attitudes, Class Attitudes, *Cultural Factors, *Family School Relationship, *Learning Processes, Moral Values, *Parent Attitudes, School Personnel, Socioeconomic Influences, *Values

This is the final report of a study conducted to investigate the influence of values on the educational process. The purpose was to determine the extent of congruence in values of parents, school personnel, and children, and to determine relationships between value congruence and ethnic, socioeconomic, and occupational class variables. A values inventory was developed and administered to a sample of 3,919 sixth-grade children, parents, and school personnel in the state of Hawaii. Results of analyses of variance revealed significant differences in values of children, parents, and school personnel. Children's values significantly reflected positive moral virtues; material success and status; and a humanistic approach to life, religion and family. Parent's values were loaded on conformity, moral virtues, social relations, and discipline. Values of school personnel were loaded on material success, status, moral virtues, conformity, and social relations. Results suggest that some differences between parents and children were a function of socioeconomic status or ethnic background. Sex was not a significant variable in relation to value differences across groups. (Author)

ED 082 098 CG 008 263

Bem, Sandra L. Bem, Daryl J.

Training the Woman to Know Her Place: The Social Antecedents of Women in the World of Work.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Pupil Personnel Services.

Pub Date 73

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aspiration, Conditioning, *Counselor Role, Employment, *Females, *Role Conflict, Role Theory, *Sex Discrimination, *Socialization, Stereotypes

This report discusses the type of women found in the world of work, their reasons for employment, and their most frequent occupational choices. In paying particular attention to sex discrimination against women, this paper mentions pay differentials and access to lower status jobs, and attributes them partially to the effects of sex-role conditioning on women's aspirations and of America's sex-role ideology. The authors cite specific examples of socialization practices which influence women's expectations. Society introduces further psychological barriers in the form of the professed incompatibility of womanhood and career. The report pursues this topic by considering implications of a career on a woman's role as wife and as mother. The concluding section offers suggestions to the coun-

selor who must acquaint young woman with their increased options. (LAA/Author)

ED 082 099 CG 008 277

Bonner, Don Ellis, Sherilyn
VIEW in Review.

Pub Date 73

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, Decision Making, Directories, Employment Opportunities, *Information Dissemination, *Microfilm, *Occupational Information, *Resource Materials, *State Programs, Vocational Counseling

Identifiers—VIEW, Vital Information for Education and Work

Under the Vocational Education Amendments (1968) to the Vocational Education Act of 1963, innovative state-level projects entitled Vital Information for Education and Work (VIEW) have been implemented. VIEW was designed as a supplementary aid for counselors, teachers, and administrators to assist students in making occupational and career choices. VIEW makes current, relevant career information accessible to students via a system of microfilm cards and readers, a deck of occupational VIEW cards, and an index of occupations listed. The present research briefly presents results of a national survey, listing those states using VIEW or similar projects, their respective addresses, and stage of development of selected projects. Twenty-five states are included. (Author/NMF)

ED 082 100 CG 008 278

Cornier, William H. Nye, L. Sherilyn

Discrimination Model for Systematic Counselor Training.

Pub Date 72

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Counseling, Counseling Effectiveness, *Counselor Training, *Discrimination Learning, Interaction Process Analysis, Interpersonal Relationship, Reactive Behavior, *Skill Development, *Training

A wide variety of counseling techniques based on behavioral principles have been described. While the therapeutic advantages of these techniques have been demonstrated, there is limited evidence to suggest that systematic procedures have been developed to train people to use these techniques. The proposed discrimination model is based on individualized training procedures that include: operationally defined objectives; a variety of learning activities; criterion-referenced evaluation; established levels of performance; opportunity for remediation; and self-pacing. Discrimination learning involves training the prospective counselor to differentiate behaviors in three areas. The first includes self development or the ability of the trainee to discriminate the potential effects of his facilitating or interfering behaviors on client behavior. The second area involves developing and expanding trainee's response repertoire of skills, techniques, or counseling strategies. The third area focuses on developing the trainee's ability to discriminate the consequences of his behavior on client behavior. Elaborate training procedures for each area are proposed. Implications for training validity and accountability are discussed. Methodological suggestions for research on training behavioral counselors are presented. (Author)

ED 082 101 CG 008 279

Levine, Adeline Crumrine, Janice

Women and the Fear of Success: A Problem in Replication.

Pub Date Aug 73

Note—19p.; Paper presented at the American Sociological Association Meeting, 27-30 August 1973, New York, New York

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Attitudes, College Students, *Females, Imagery, *Motivation, *Psychological Patterns, *Sex Differences, *Success Factors

This research attempts replication and expansion of M. Horner's findings which led to her conclusion of women's "motivation to avoid success." Seven hundred male and female college students wrote stories to randomly assigned cues concerning success of a male or female medical student. Content analysis showed: the majority of all stories contained "fear of success imagery," a smaller proportion of women than of men respon-

dents wrote stories high in "fear of success imagery" to female than to male stimulus. These and other findings underscore the need for careful examination and replications before tentative concepts in popular or controversial areas become conventional wisdom. (Author)

ED 082 102 CG 008 280

McNeill, Earle D. And Others

Racism and the Helping Relationship: One Method for Increasing Awareness.

Pub Date May 73

Note—12p.; Paper presented at the American Orthopsychiatric Association, 30 May 1973, New York, New York

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Bias, *Helping Relationship, Human Relations, *Human Relations Programs, *Racism, Role Playing, *Sensitivity Training, Social Discrimination, Values

This study explores the effects of a white, middle and upper-class preference system on the helping relationship. Evaluating people according to their monetary status, educational background, productiveness, and religious and social origins characterized many nursing students in the study. In an attempt to help students become aware of their own prejudices, examine their own value systems, and change their attitudes through understanding and acceptance of values different from their own, the study used exercises from human relations training such as role playing, racial slurs, and sensitivity groups. Following such exercises, subjects showed an increased awareness of the effects of racial prejudice on the helping relationship. (Author/LAA)

ED 082 103 CG 008 295

Butler, Pamela E.

Assertive Training: Teaching Women Not to Discriminate Against Themselves.

Pub Date 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anxiety, *Behavior Change, Communication Skills, *Females, Inhibition, Males, *Sex Differences, Sex Discrimination, *Training, *Verbal Communication

Identifiers—*Assertive Training, Wolpe Lazarus Assertive Inventory

The process of assertive training is described with emphasis placed on its applicability to problems in female assertiveness. Male and female members of four assertive training groups were compared on the Wolpe-Lazarus assertive inventory. Male members obtained a significantly lower score than female members i.e., men reported themselves as significantly more assertive than women. Differences in specific areas of assertive behavior emerged between the sexes. Women were less able than men to set limits for themselves or express negative feelings. Men, on the other hand, had difficulty in expressing positive feelings. By focusing on nonverbal behavior, verbal behavior and communication style, autonomic response and cognitive and attitudinal variables, the study used assertive training to change these patterns of female expression. (Author/LAA)

ED 082 104 CG 400 083

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 1U Update Search. School Discipline and Student Rights.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—63p.

Available from—Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Civil Rights, Colleges, High Schools, Legal Responsibility, *Legislation, *Literature Reviews, *Resource Materials, Student College Relationship, *Student Rights, Student School Relationship

This updated bibliography lists 92 document abstracts retrieved from the ERIC collection. "Dissertation Abstracts," and the journal literature covering the defined civil rights of students at the

high school and college levels, and recent legal pronouncements. (SD)

ED 082 105 CG 400 084

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 2U Update Search. Counseling the Pregnant Teenager.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—7p.

Available from—Impact Publications, School of Education, University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Counseling Services, *Dropout Prevention, *Pregnant Students, Psychological Services, *Research Reviews (Publications), *Resource Materials

This updated search reviews 14 documents that cover attempts by several school systems to provide medical, psychological and educational support for this population group in order to prevent their dropping out of school. (SD)

ED 082 106 CG 400 085

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 3U Update Search. Articulation.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—10p.

Available from—Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Articulation (Program), Colleges, Educational Objectives, *Literature Reviews, *Program Coordination, *Resource Materials, Secondary Schools, State Departments of Education

This updated search of the ERIC system, "Dissertation Abstracts," and the journal literature yields 26 document abstracts which cover the mutual relationships for the implementation of long-range educational objectives between state departments of education and school systems; four-year institutions and two-year institutions; and colleges and secondary schools. (SD)

ED 082 107 CG 400 086

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 4U Update Search. Counseling for Drug Abuse.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—19p.

Available from—Impact Publications, School of Education, University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Counseling Programs, *Drug Abuse, Literature Reviews, Periodicals, Publications, *Research Reviews (Publications), *Resource Materials

This updated search reviews 70 document abstracts retrieved from the ERIC collection, "Dissertation Abstracts," and the journal literature, and covers techniques and school programs for education and prevention of drug abuse. (SD)

ED 082 108 CG 400 087

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 5U Update Search. Counseling for Achievement Motivation.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—18p.

Available from—Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Annotated Bibliographies, *Counseling Programs, *Literature Reviews, *Motivation, *Resource Materials

This updated search of the ERIC system, "Dissemination Abstracts", and the journal literature lists 70 documents which review suggested techniques to increase levels of motivation in school and at home. (SD)

ED 082 109

CG 400 090

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 8U Update Search. Parent Counseling.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—14p.

Available from—Impact Publications, School of Education, University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Parent Child Relationship, *Parent Counseling, Parent Participation, *Parent School Relationship, *Research Reviews (Publications), *Resource Materials

This updated search of the ERIC system, "Dissemination Abstracts", and journal literature has yielded 48 document abstracts which cover ways in which the school can involve the parents in the education and social development of the child. (SD)

ED 082 110

CG 400 091

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 9U Update Search. Confidentiality.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—9p.

Available from—Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Civil Rights, *Counselor Role, *Legal Responsibility, *Literature Reviews, Research Reviews (Publications), *Resource Materials

This updated search covers the ethics involved in student recordkeeping and privileged information, together with recent legal decisions in this area affecting the counselor. Abstracts of 7 documents are retrieved from the ERIC system and "Dissemination Abstracts". (SD)

ED 082 111

CG 400 092

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 10U Update Search. Students as Resources.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—43p.

Available from—Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Community Services, *Literature Reviews, Research Reviews (Publications), *Resource Materials, School Community Programs, *Student Volunteers, *Volunteers

This updated search of the ERIC system, "Dissemination Abstracts", and the journal literature yielded 35 documents which are abstracted here. These documents review different ways in which students can be utilized as volunteers in school and in the community. (SD)

ED 082 112

CG 400 093

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 11U Update Search. Counseling the Aging.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—9p.

Available from—Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Counseling Programs, Literature Reviews, *Older Adults, Publications, *Resource Materials

This updated search of the ERIC system, "Dissemination Abstracts", and the journal literature yielded 17 documents which focus on methods of viewing the aging and the extent to which programs and counselors themselves are effective in contributing to the enrichment of the later years. (SD)

ED 082 113

CG 400 094

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 12U Update Search. Vocational Counseling of Disadvantaged Students.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—23p.

Available from—Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Services, *Disadvantaged Youth, Elementary School Students, Guidance Programs, *Occupational Guidance, *Program Effectiveness, Secondary School Students, *Vocational Counseling

This updated search of the ERIC system, "Dissemination Abstracts", and the journal literature yielded 69 documents which present guidance and counseling practices for particular use with minority and other disadvantaged elementary and secondary school students. (SD)

ED 082 114

CG 400 095

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 13U Update Search. Support Personnel.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—14p.

Available from—Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Literature Reviews, *Nonprofessional Personnel, *Paraprofessional School Personnel, *Pupil Personnel Services, *Resource Materials, School Aides, Training

This updated search of the ERIC system, "Dissemination Abstracts", and the journal literature yielded 41 documents which focus on programs that have trained and utilized paraprofessionals (K-16) with a look at outcomes and potential adoptability. (SD)

ED 082 115

CG 400 096

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 14U Update Search. Tests and Testing Programs.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—28p.

Available from—Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Colleges, *Counseling, Elementary Schools, High Schools, *Literature Reviews, Measurement Instruments, Research Reviews (Publications), *Resource Materials, *Testing Programs, Tests

This updated search of the ERIC system, "Dissemination Abstracts", and the journal literature yielded 167 documents which provide a review of comprehensive testing programs (elementary, senior high school and college) with special emphasis on specific tests that the practicing counselor may want to utilize. (SD)

ED 082 116

CG 400 097

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 15U Update Search. Outreach Counseling.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—12p.

Available from—Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Counseling Effectiveness, *Counseling Programs, *Counselor Role, *Literature Reviews, *Resource Materials, Special Programs Identifiers—Outreach Program

This updated search of the ERIC system, "Dissemination Abstracts", and the journal literature yielded 36 documents which cover different and creative approaches in counseling that go beyond traditional methods and take the counselor outside the confines of his or her office. (SD)

ED 082 117

CG 400 098

Kopita, Ronald R., Comp.

Searchlight: Relevant Resources in High Interest Areas. 16U Update Search. Group Guidance.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Sep 73

Contract—OEC-3-6-002487-1579(010)

Note—24p.

Available from—Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Group Counseling, *Group Dynamics, *Group Guidance, *Literature Reviews, Research Reviews (Publications), *Resource Materials

This updated search of the ERIC system, "Dissemination Abstracts", and the journal literature yielded 58 documents which cover group counseling, group dynamics, types of groups, and how they function as well as training needed for working with groups. (SD)

CS

ED 082 118

CS 000 535

Smart, Margaret, Ed.

Teachers' Reading Guide. Revised.

Fountain Valley School District, Calif.

Pub Date 65

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Content Reading, Grouping (Instructional Purposes), *Grouping Procedures, Individualized Instruction, *Individualized Reading, Individual Reading, Parent Role, Phonics, Primary Grades, Reading Diagnosis, Reading Habits, *Reading Instruction, *Reading Programs, *Reading Readiness

The reading program in the Fountain Valley School District is premised on meeting the individual needs of each child. This guide, presented in outline form, is to be used by individual teachers as a reminder and handbook of

ideas after a series of conferences presenting the reading program conducted by the building instructional leaders. The sections included are: appraisal of reading readiness, organization of the class for the reading program, a plan for individualized reading, the individual teacher-pupil conference, fifteen steps to phonics and structural analysis, basic phonetic principles, reading skills and functional reading in the content areas, listening and audiovisual centers, ways parents can help with the reading program, and evaluation of the reading program. The appendix contains suggested activities for reading follow-up, including 105 ideas for book reports, various vocabulary word lists, suggestions to stimulate reading, and ways to introduce books. An oral reading test and a diagnostic reading inventory are also included. (TO)

ED 082 119 CS 000 641

Gates, Arthur I. And Others

Invitational Addresses, 1965.

International Reading Association, Newark, Del.

Pub Date 65

Note—109p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 415, \$2.00 non-member, \$1.50 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Disadvantaged Youth, *Perception, *Reading Development, *Reading Improvement, *Reading Instruction, *Reading Processes, *Reading Research

The full texts of invitational addresses given at the 1965 International Reading Association (IRA) Convention in Detroit, Michigan, by six recipients of IRA citation awards are presented. Gates suggests steps IRA should take to revive and redirect reading research. McCallister discusses the implications of the changing and expanding vocabulary of professional literature and the need to compile and clarify these terms. Smith traces the influences which are responsible for the present status of American reading instruction from the early period of religious emphasis to the present period of expanding knowledge and technical revolution. Strang outlines the reading process and stresses the need to recognize the interacting aspects of product, prerequisites, process, and procedures, in order to understand an individual's reading development. Tinker describes how children perceive words as they begin to learn to read and how they progress to more mature perception. Witty discusses some aspects of reading instruction for the disadvantaged. Each address is accompanied by a brief sketch of the recipient's accomplishments. Some bibliographies are included. (This document previously announced as ED 017 407.) (NS)

ED 082 120 CS 000 642

McCullough, Constance M.

Preparation of Textbooks in the Mother Tongue, A Guide for Those Who Write and Those Who Evaluate Textbooks in Any Language.

National Inst. of Education, New Delhi (India).

Pub Date 65

Note—130p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 906, \$2.75 non-member, \$2.25 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Elementary Grades, *Guidelines, Hindi, *Reading Materials, Textbook Content, Textbook Evaluation, *Textbook Preparation, *Textbook Research, Textbook Standards

Identifiers—New Delhi

A reading project was initiated by the National Institute of Education in India to (1) produce textbooks and workbooks, field test the books, and train teachers to use them, (2) produce teachers manuals, (3) construct first-grade tests, (4) construct achievement tests, and (5) produce these books in Hindi. The ensuing guide for those who write and evaluate textbooks in any language is divided into 14 sections. The sections include discussions of the following topics—the development of language texts, development of a specific book, research in the preparation of language texts, approaches to teaching reading, controlled vocabulary, proposed statistics, ratio of new to running words, problems in choosing content, planning content, stories for a series, meaning dimensions, thought patterns in expository writing,

bases for evaluation, and the text as an instrument of change. A form for the review of children's books and an index is included. (This document previously announced as ED 011 826.) (BK)

ED 082 121 CS 000 649

Mathis, William Senter, Donald R.

Quantification of Contributions Made by Various Reading Instrument Combinations to the Reading Process.

Educational Developmental Labs., Inc., New

York, N.Y. Research Dept.

Report No.—EDL-RIR-7

Pub Date Feb 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Mechanical Teaching Aids, Reading, Reading Achievement, Reading Improvement, *Reading Instruction, *Reading Materials, Reading Programs, *Reading Research, Reading Skills, *Reading Speed, Teaching Machines

This study involved a direct comparison of existing instrument techniques to determine how each technique adds to a total reading program. Also studied was the order in which various techniques are best used in a program. The subjects were 60 students who were enrolled in a two-year academic center preparing students for employment in both agriculture and business-related fields. Experimental groups were formed utilizing the following combinations: (1) Skimmer and Novel; (2) Tach-X and Novel; (3) Controlled Reader and Novel; (4) Controlled Reader and Tach-X; (5) Controlled Reader, Novel, and Tach-X; and (6) Controlled Reader, Skimmer, and Novel. After the subjects had been assigned to groups and times had been scheduled, subjects were instructed in the technique to be used in their group. The groups met four times a week for 55-minute sessions for a period of ten weeks in individual reading rooms prepared for their program. The same teacher and reading aide supervised all phases of the program. The major results indicated: (1) the increase in reading rates over time was significant; (2) the learning combination showing greatest learning progress was the Controlled Reader, Skimmer, and Novel combination; and (3) the increase in reading over time was least significant when the Skimmer or Tach-X was the only instrument used during the first six weeks of instruction. (WR)

ED 082 122 CS 000 666

Gallistel, Elizabeth Fischer, Phyllis

Decoding Skills Acquired by Low Readers Taught in Regular Classrooms Using Clinical Techniques. Research Report No. 35.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—332189

Pub Date May 72

Grant—OEG-0-9-332189-4533(032)

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, *Decoding (Reading), Primary Grades, Reading, Reading Ability, *Reading Research, *Reading Skills, *Retarded Readers, *Word Recognition

This study evaluated the decoding skills acquired by low readers in an experimental project that taught low readers in regular class through the use of clinical procedures based on a synthetic phonic, multisensory approach. An evaluation instrument which permitted the tabulation of specific decoding skills was administered as a pretest and posttest measure to a random sample of 50 or more pupils in each primary grade, 1-3. The gains on decoding skills which were evidenced were statistically significant and occurred both among the fast learners and the slow learners within these low reading groups. One of the significant findings was that after less than a year of experimental instruction, all children in the sample acquired the skill of decoding simple three-letter short vowel words above the 40 percent correct level—a level that indicates the acquisition of transfer skills beyond the sight word level. (Author/WR)

ED 082 123 CS 000 687

Naidoo, Sandhya

Specific Dyslexia.

Invalid Children's Aid Association, London (England). Word Blind Centre for Dyslexic Children.

Pub Date 72

Note—165p.; Research Report of the ICAR Word Blind Centre for Dyslexic Children Available from—Halsted Press, Div. of John Wiley & Sons, 605 Third Avenue, New York, N.Y. 10016 (\$7.95)

Document Not Available from EDRS.

Descriptors—Case Studies (Education), *Dyslexia, *Exceptional Child Research, Learning Disabilities, Reading Difficulty, Reading Failure, *Reading Research, *Retarded Readers, *Spelling

Identifiers—Word Blind Centre for Dyslexic Children

The investigation reported in this volume attempts to clarify some issues relating to the existence, nature, and causes of specific dyslexia. Based on an extended study of 98 boys of at least average intelligence with severe reading and spelling problems, the report provides detailed data relating to their developmental and perinatal histories, family and school factors, physical and neurological status, visual perception, and many other factors. The objectives were: (1) to identify those features by which boys who conformed to an accepted definition of specific dyslexia might be recognized, (2) to discover evidence which might support or refute hypotheses as to the causes of the disability, and (3) to distinguish subgroups of dyslexia characterized by different patterns of disability and to relate them to the various possible etiological factors. The results show that, in most boys, complex rather than single etiological factors appear to be operative, and, though the patterns of disability vary, there is evidence to suggest that a sequencing disability may underlie the reading and spelling retardation. A full summary of the results, with conclusions and implications, ends the report. Tables, record forms, and questionnaires are provided in the appendices and a list of references is also given. (TO)

ED 082 124 CS 000 690

Majer, Kenneth S., Ed.

Contemporary Comment on Changing Teacher Education.

Indiana Univ., Bloomington. School of Education.

Pub Date Jul 73

Note—112p.

Available from—School of Education, Indiana University, Bloomington, Indiana 47401 (\$1.50)

Journal Cit—Viewpoints; v49 n4 p1-112 July 1973

Document Not Available from EDRS.

Descriptors—Bilingual Education, Bilingual Schools, College Curriculum, Creativity, *Educational Accountability, *Educational Improvement, *Educational Innovation, Educational Psychology, English Education, Evaluation Criteria, Instructional Innovation, Performance Based Teacher Education, Preservice Education, *Teacher Education, *Teaching Techniques

A series of writings describing some contemporary thoughts about training professional educators and some efforts to meet changing needs are collected in this issue of "Viewpoints." An article on methods of inquiry, written by Ivor Davies, is the first chapter. The problems of the bilingual Latino, with respect to his American schooling, are described by Horacio Lewis. Beryl Brown discusses the problems in building a single college curriculum in educational psychology to meet a plurality of needs for a variety of programs and students. The editor, Kenneth Majer, describes a program for preparing college teachers. Some guidelines for performance-based teacher education are provided by Jerry Brown and James Okey. Robert Barr and Daniel Burke recount how they are training student teachers for alternative schools. In a chapter on preparing English teachers to meet changing needs, Michael Flanagan articulates a need for cooperative effort among schools of education, departments of English, and the public schools. The need for becoming aware of our own creative nature is stressed by Vivian Sherman. In the final chapter, Majer and Nicholas Anastasiou offer some practical thoughts on how teachers can put their new program efforts into an evaluation perspective. (TO)

ED 082 125 CS 000 698

Olson, Avis Jocelyn

A Study of the Effects of An Intensive Multi Media Program of Vocabulary Development on the Reading Achievement of Adults.

Pub Date 72

Note—79p.; Ed.D. Dissertation, The University of North Dakota

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-15,306, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Adult Reading Programs, Instructional Media, Reading, *Reading Achievement, Reading Comprehension, Reading Development, *Reading Improvement, Reading Programs, *Reading Research, Remedial Reading, *Vocabulary Development

The purpose of this investigation was to study the effects of a multimedia program of vocabulary development on the reading achievement of adults. An experimental and a control group were randomly chosen from Air Force personnel enrolled in the Prep remedial reading program. The instruments used in this study were: The United States Armed Service Institute Achievement Test, Subtests: Comprehension and Word Recognition; and the Wordcraft Tests: Pretest, Posttest, and Follow-up Test. Each of the two groups met for twenty two-hour sessions. Sessions were conducted the same for each group, the only variable being the use of audiovisual materials in the experimental group. This study provided evidence which supported the following conclusions: (1) the inclusion of a multimedia supplementation in a vocabulary development program does not affect the word recognition of adult students on a reading achievement test, (2) the reading comprehension of adult students is not affected by the use of a multimedia program in vocabulary development, (3) a multimedia approach does have a positive effect on word recognition achievement, and (4) the inclusion of multimedia materials in a vocabulary development program does not affect word retention in adults. (Author/WR)

ED 082 126 CS 000 699

Penny, Mary Elizabeth

Televiwing Interests and Reading Interests of Seventh Grade Students of Shawnee, Oklahoma.

Pub Date 73

Note—76p.; Ed.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-15,331, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Grade 7, Reading, *Reading Interests, *Reading Research, *Sex Differences, Socioeconomic Influences, *Socioeconomic Status, Student Interests, *Television Viewing

This study investigated the significance of differences in percentages of reading and televiwing interests between seventh-grade male and female students within socioeconomic status (SES) levels by interest categories and among SES levels for male and female students by interest categories. SES levels of the students were determined and students were assigned, according to sex, into one of three SES groups. Sixty males and sixty females, randomly selected from 361 seventh graders, were administered the Televiwing Interest Questionnaire and the Reading Interest Questionnaire. Both reading topics and televiwing topics on the two questionnaires had been classified into six categories: Adventure, Romance, Mystery, Religion; Arts and Music; Amusements, Sports, Games; Humor or Fanciful; and Information. The analysis of the data for the study resulted in the following conclusions: (1) sex was not a determinant of reading interests or televiwing interests; (2) SES was not a determinant of reading interests or televiwing interests; and (3) for each SES level, reading and televiwing interests in the categories of Adventure, Romance, Mystery, Religion; and Arts and Music were not related. (Author/WR)

ED 082 127 CS 000 700

MacCann, Donnarae Richard, Olga

The Child's First Books: A Critical Study of Pictures and Texts.

Pub Date 73

Note—135p.

Available from—The H. W. Wilson Company, 950 University Avenue, Bronx, N. Y. 10452 (\$10.00 cloth)

Document Not Available from EDRS.

Descriptors—Art Expression, Artists, Authors, *Book Reviews, *Childrens Books, *Illustrations, Librarians, *Literary Analysis, *Literary Conventions

Identifiers—Caldecott Award

Defining picture books as that distinctive type of publication in contemporary children's literature in which the written narrative is brief and the story line or other content is largely presented through illustrations, this book critically explores some of the problems of contemporary picture books, examining why some qualities in picture books enhance the pleasure children find in them, why others detract, and why others are a mixed blessing. Emphasis is upon literary and graphic elements, and rigid age categories are avoided. Subject matter is arranged according to historical perspective; stereotypes in illustration, graphic elements, outstanding contemporary illustrators, book design, literary elements, outstanding narrative writers, specialized texts, the Caldecott Award, and the child, the librarian, and the critic. (Both black and white and color illustrations are included.) (HOD)

ED 082 128 CS 000 704

Coffman, R. L.

An Inquiry into the Effect of Microfilm on the Graduate Student User's Reading Rate and Comprehension.

Army War Coll., Carlisle Barracks, Pa.

Report No.—AD-760-916

Pub Date Nov 72

Note—42p.; Prepared in partial fulfillment for the Master of Science Degree in Counseling, Shippenburg State College

Available from—National Technical Information Service, Springfield, Va. 22151 (Order No. AD-760-916, MF \$1.45, Paper copy \$3.00)

Document Not Available from EDRS.

Descriptors—*Graduate Students, *Microfilm, Reading Comprehension, *Reading Research, *Reading Speed

Identifiers—*Printed Matter

This research report was conducted to determine if graduate students comprehend microfilmed material significantly quicker than hard copy material of a similar level of difficulty since they tend to read microfilm quicker. The research followed a descriptive design with a statistical inference obtained from an analysis of data collected from a systematic sampling of a defined population. A data collection instrument was a test designed to test each individual on both hard copy and microfilmed material. An independent variable was manipulated to insure material of similar difficulty as measured by the Dale-Chall Readability Formula. It was concluded that the test population tended to read and comprehend microfilmed material slightly quicker than comparable hard copy material. The difference in the reading rates and comprehension of hard copy and microfilmed material of the population sampled was not significant. (Author/HOD)

ED 082 129 CS 000 712

Smith, Carl B. Fay, Leo C.

Getting People to Read; Volunteer Programs That Work.

National Book Committee, Inc., New York, N. Y.

Pub Date 73

Note—238p.

Available from—Dell Publishing Co., Inc., 1 Dag Hammarskjold Plaza, 245 East 47th Street, New York, N. Y. 10017 (\$8.95 cloth, \$2.95 paper)

Document Not Available from EDRS.

Descriptors—Adult Reading Programs, High School Students, Illiteracy, Illiterate Adults, Individual Instruction, *Individualized Reading, Preschool Children, Program Development, Reading Centers, *Reading Development, *Reading Programs, *Tutorial Programs, *Volunteers, Volunteer Training

This book discusses volunteer reading programs, which have been and are being established as a result of the high illiteracy level in the United States. These programs tend to fit into three categories: (1) supportive programs which take place within the school or school system, (2) supplemental programs operated essentially from outside the school but in close cooperation with

it, and (3) parallel programs outside the school which provide alternative programs for those no longer in contact with conventional schools. The tutoring is on an individual or small group level. Volunteer tutors are individuals from all fields, with a common interest in helping others learn to read. Chapters discuss: preschool, elementary, and thirteen-plus programs; operating principles and patterns; how to succeed with individual learners; and recommendations to assist the development and expansion of volunteer forces in the field of reading. (LL)

ED 082 130 CS 000 720

Reading: An ERIC Bibliography/1970-1972.

Macmillan Information, New York, N. Y.

Pub Date 73

Note—592p.

Available from—Macmillan Library Services, Riverside, New Jersey 08075 (\$14.95)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Literature Reviews, *Reading, Reading Instruction, Reading Programs, Reading Research

The bibliography of abstracts contained in this publication represents a retrospective collection of ERIC/CRIER (the former ERIC Clearinghouse responsible for materials on reading) and the total collection of ERIC/RCS (ERIC Clearinghouse on Reading and Communication Skills) acquisitions, all of which were indexed and abstracted in "Research in Education" from January 1970 through December 1972. Also included are bibliographic citations, some of them annotated, of all journal articles about reading indexed during 1970, 1971, and 1972 in "Current Index to Journals in Education," a monthly index to over 500 education and education-related journals. A subject index and an author index are included. (TO)

ED 082 131 CS 000 721**The Effectiveness of Emphasizing Reading Skills through Individualized Social Living Experiences.**

Central Arkansas Education Center, Little Rock.

Pub Date 72

Note—15p.; Mini-Grant Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Individual Differences, Reading, Reading Ability, Reading Comprehension, Reading Development, *Reading Improvement, Reading Programs, *Reading Research, *Reading Skills, *Social Studies, Vocabulary

The problem of this study was to provide for the individual differences in a heterogeneous group of students where the reading levels ranged from 2.4 to 8.1 as measured by the Iowa Test of Basic Skills. A group of 26 sixth graders were the subjects for the project. Some of the behavioral objectives for the sixth grade students in the experimental class for Social Studies included: (1) demonstrate reading comprehension skills at a level of performance expected on the basis of vocabulary development as measured by the Gates-MacGinitie Reading Test, (2) demonstrate a level of achievement for vocabulary skills in reading that is significantly above the previous relative standing as measured by the Gates-MacGinitie Reading Test, and (3) demonstrate a level of achievement for comprehension skills which shows a greater gain between pre- and post-testing than that of a control group as measured by the Gates-MacGinitie Reading Test. The subjects were instructed with multi-media materials for one hour each day and grouped periodically in interest groups, achievement groups, and study skill groups. The results indicated that the students' skills in reading improved, an independence for using equipment and learning aids was developed, and critical reading skills improved. (WR)

ED 082 132 CS 000 722

Scheier, Elaine And Others

A Summary of the Evaluation of the Educational Developmental Laboratories/American Institute of Banking High School Equivalency Program for Bank Trainees.

Educational Developmental Labs., Inc., New York, N. Y. Research Dept.

Report No.—EDL-RIR-5

Pub Date Mar 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, Adult Students, *Adult Vocational Education, Bank-

ing, Critical Reading, *Disadvantaged Groups, *Individualized Instruction, *Mathematics, Reading Improvement, *Reading Instruction, Social Studies
Identifiers—GED, *General Educational Development Tests

The New York Chapter of the American Institute of Banking (AIB) is a sponsor of the Joint Bank Hiring and Education Program for the Disadvantaged (HEP), the purpose of which is to hire and train undereducated adults and provide education that will enable the trainees to compete successfully in the banking industry. Educational Development Laboratories (EDL)/McGraw-Hill and AIB, New York Chapter, entered into an agreement in which EDL/McGraw-Hill agreed to provide the teaching staff, curriculum, instructional materials, and specialized equipment needed for trainees to develop skills in reading, communication, mathematics, social studies, and science. The educational objective of this total program was the successful completion by the students of the General Educational Development Tests (GED). Teachers went through a four-week training program to develop: (1) an understanding of a comprehensive laboratory approach to GED instruction, (2) expertise with media, (3) an understanding of the value of a multimedia approach to educating the disadvantaged, (4) expertise in individualizing instruction, and (5) techniques in critical reading instruction. A total of 485 students were accepted for the program, and 372 completed it. The students in responding to a questionnaire, in general agreed that the program helped them. (WR)

ED 082 133 CS 000 723

Frostig, Marianne Maslow, Phyllis
Learning Problems in the Classroom; Prevention and Remediation.

Pub Date 73

Note—353p.

Available from—Grune & Stratton, Inc., 111 Fifth Ave., New York, N.Y. 10003 (\$11.50)

Document Not Available from EDRS.

Descriptors—Behavior Change, Child Development, Cognitive Processes, Disadvantaged Youth, Handwriting Instruction, Language Development, Learning, *Learning Difficulties, *Learning Processes, Mathematics, Reading Instruction, *Remedial Instruction, *Teaching Procedures

This book represents an attempt to summarize those ideas, opinions, and facts that are influential in education and to compare and evaluate them on the basis of present-day knowledge and the author's personal experiences in the classroom. Part 1 examines the causes of learning difficulties, applications of neurophysiologic research, and the teaching of economically disadvantaged children. Part 2 discusses psychological theories for instruction, behavior modification, the humanistic point of view, psychoanalytic thought and its application, and cognitive developmental concepts. Part 3 is concerned with child development and education, evaluation, and programming. Part 4 discusses movement education and its importance, visual-perceptual abilities, auditory perception, developing language abilities, and the higher cognitive functions. Part 5 discusses problems in teaching beginning mathematics, matching tasks and ability patterns in teaching reading, and teaching handwriting. (WR)

ED 082 134 CS 000 724

Maine Township Diagnostic Center, End of Project Report. Volume I.
Maine Township Diagnostic and Remedial Learning Center, Park Ridge, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 31 Jul 70

Grant—OEG-3-7-703128-4821

Note—269p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Communication Skills, *Dropouts, *Inservice Teacher Education, Parent Participation, Parent School Relationship, Reading Diagnosis, Reading Improvement, Reading Skills, *Remedial Reading Programs

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

The Maine Township Diagnostic and Remedial Learning Centers were established to provide

educational, diagnostic, and remedial services to selected students who were so handicapped by their inability to make use of the communications skills, particularly reading and writing skills, that their school experience became one of frustration and failure. Based on these needs the centers proposed: (1) to identify the student working below capacity, diagnose his problem, and prescribe remedial work to enable him to reach his potential; (2) to provide inservice training to better enable teachers to recognize such students; (3) to provide an information and advisory service for parents; and (4) to identify and provide remedial work to help reclaim potential dropouts. Expanded objectives, detailed analysis of staffing and costs, and a narrative evaluation are included in the report. (TO)

ED 082 135 CS 000 725

McMullen, David W.

Computer-Assisted Vocabulary Acquisition: A Terminological Approach. Final Report.

State Univ. of New York, Stony Brook.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No—BR-1-B-076

Pub Date 1 Apr 73

Grant—OEG-2-71-0076

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Computer Assisted Instruction, *Computer Programs, Course Content, Course Evaluation, Cues, Data Bases, Educational Research, Educational Technology, Instructional Innovation, *Program Development, Student Reaction, *Vocabulary Development

A terminological approach, constructed around key words in textual material, emphasizes vocabulary in the context of organized frames of reference. This research was directed toward stating a terminological approach in operational terms in order to develop and test procedures for acquiring vocabulary by computer. Three phases are described: (1) the construction of a computer program for comparing two acquisition models, (2) the development of a data base (course content) through the use of the above procedures, and (3) the evaluation of the approach and acquisition models in an experimental study. A blocked-presentation model was compared with spaced presentation, the former supported by concept formation studies and the latter by studies in school learning. Results favoring spaced presentation are discussed in terms of information encoding, and performance gains are described along with suggestions for improving effectiveness. (Author/LL)

ED 082 136 CS 000 726

Schnell, Thomas R.

The Effect of "Organizers" on Reading Comprehension of Community College Freshmen.

Pub Date 73

Note—14p.; Unpublished report of a study conducted at the Univ. of Missouri, St. Louis

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Freshmen, *Community Colleges, Reading, Reading Ability, Reading Achievement, *Reading Comprehension, Reading Improvement, *Reading Research, *Reading Skills

Identifiers—*Organizers

The purpose of this study was to determine if an organizer improved the understanding and retention of what was read, and, if so, to determine if the placement of the organizer significantly affected the resulting performance. The organizer was a 125-word paragraph which provided the reader with a generalized overview of the reading material and focused on conceptual relationships. The subjects were 160 full-time community college freshmen. Four treatment groups were formed: (1) the organizer first, then a reading passage, (2) reading passage first, then the organizer, (3) the organizer first, then the reading passage, and the organizer again, and (4) only the reading passage. No time limit was imposed, and all subjects had the same reading passage. Immediately following the reading the subjects were given a twenty-question comprehension test which tested recall of facts, main ideas, and inferences. Based on the findings, it appeared that the use of an organizer of the type employed in this study would be beneficial to community college readers in terms of increased comprehension.

sion. The findings also indicated that placing the organizer after the passage tends to result in greater comprehension. (WR)

ED 082 137 CS 000 727

Kansas R2R (Right to Read) Abstracts.
Kansas State Dept. of Education, Topeka. Curriculum Section.

Pub Date 73

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Inservice Education, Reading, *Reading Improvement, *Reading Instruction, *Reading Programs, Secondary Grades, *Summer Workshops, Teachers, *Teacher Workshops

This report concerns the present status of the Kansas Right to Read plan of action. Two years of activities are discussed—the 1971 summer workshop, evaluation of the first year's program (1971-72), and the 1972 summer workshops. Thirty classroom teachers took part in the one week summer workshop in 1971. This workshop was designed by the State Reading Education Specialist and other educators to prepare teachers to return to their schools and establish inservice programs. A workshop content survey was given, and this data indicated a definite knowledge gain in selected workshop topics. The evaluation of the first year's program reports on the responses of the teachers in the 1971 summer workshop regarding their success in sharing their workshop experiences. The teachers indicated a statistically significant increase, at the .01 level, in their over-all rating of their school reading program's effectiveness. The final report, for the two 1972 summer workshops, includes an evaluation by the 60 participants based on daily sessions, evaluation checklists, a pre-post workshop content survey, and a workshop summary. The overall evaluation score for both workshops was 9.7 on a 10-point scale. (WR)

ED 082 138 CS 000 728

MacGinitie, Walter H., Ed.

Assessment Problems in Reading.

International Reading Association, Newark, Del.

Pub Date 73

Note—107p.

Available from—International Reading Association, 6 Tyne Avenue, Newark, Del. 19711 (Order No. 462, \$3.00 non-member, \$2.00 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classroom Environment, *Criterion Referenced Tests, Reading, *Reading Diagnosis, Reading Instruction, Reading Materials, Reading Processes, Reading Skills, *Reading Tests, *Standardized Tests, *Test Interpretation, Test Results

The papers in this volume deal with a range of assessment problems in reading. The first paper, by Karlin, introduces the general problem of using assessment procedures to guide teaching. The next six papers deal with various aspects of this general problem. Otto discusses the distinction between norm-referenced, standardized achievement tests and criterion-referenced measures. Johnson shows how the teacher can prepare his own criterion-referenced evaluation procedures to fit specific objectives in word attack skills. Berg's paper documents the difficulty in evaluating specific components of reading ability. MacGinitie points out that the nature of what is tested in reading changes from the lower to the higher grades. Carver critically analyzes the relationship between reasoning and reading. Thorndike discusses some of the problems of test interpretation. The next two papers deal with the instructional setting and the instructional materials. Brittain provides a checklist of points to consider when evaluating classroom organization. A paper by Botel, Dawkins, and Granowsky offers a way of analyzing the structures of sentences to estimate their complexity. The last two papers, Mork's and Jason and Dubnow's, consider the relationship between the reading ability of the child, the material he reads, and his assessment of his reading ability. (WR)

ED 082 139 CS 000 729

Feshbach, Seymour Adelman, Howard

Early Identification of Children with High Risk of Reading Failure.

Pub Date Feb 73

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research

Assn. (New Orleans, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, *Kindergarten Children, Linguistics, Perceptual Development, Reading, Reading Achievement, *Reading Diagnosis, *Reading Failure, Reading Readiness, *Reading Research, *Reading Skills

Two alternative models for identifying kindergarten children with a high risk of becoming reading failures were compared in this study. One model places primary emphasis on psychometric test procedures assessing linguistic and perceptual-motor skills related to reading readiness. The alternative strategy is based upon the kindergarten teacher's evaluation of the child's skills and behavior, with particular emphasis on the discrepancy between a child's specific competencies and those required for success in a particular first-grade classroom. Significant and encouraging correlations were obtained between the various measures taken in kindergarten and reading achievement test scores obtained at the end of first grade. (Author/WR)

ED 082 140

CS 000 730

Manzo, Anthony V.

Teaching Adults to Read.

Pub Date 73

Note—15p.; Paper presented at the National Reading Conference (New Orleans, December 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Adult Literacy, *Adult Reading Programs, Cultural Awareness, Language Development, Prereading Experience, *Reading Development, *Reading Instruction, Reading Skills, Teaching Techniques

This paper outlines a program designed to teach adults to read better. Manzo discriminates between illiterate and semi-literate. The reading program is intended for semi-literate, often culturally different, economically depressed, program-enrolled Adult Basic Education (ABE) students. Four teaching strategies are proposed to add an instructional component to mere reading practice in basal type materials. First, the ABE student should frequently be required to articulate reasons for both his correct and his incorrect responses made while working in auto-instructional adult basal materials. Second, the ABE student should regularly experience a full fledged Directed Reading Lesson, complete with readiness activity, purpose setting, and post-reading skills instruction. Third, the ABE should be taught how to establish his own purposes for reading, and, finally, he must learn to accurately recall information without the aid of the teacher. Causes of illiteracy and the effect of illiteracy on adaptive behaviors are discussed. Ideally, an ABE reading program should have a humanistic component, designed to give counsel to adults with attitudinal problems. (LL)

ED 082 141

CS 000 731

Davidson, Robert E. Levin, Joel R.

Imagery in Transfer.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-249

Pub Date Apr 73

Contract—NE-C-00-3-0065

Note—16p.; Report from the Semantic Components of Concept Learning Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Cognitive Processes, *Communication (Thought Transfer), Educational Research, Elementary Education, *Imagery, Negative Forms (Language), *Paired Associate Learning, *Response Mode, Semantics, Stimulus Behavior

Second- and fourth-grade children learned two 25-item, paired-associate mixed lists under three experimental conditions: instructed imagery, imposed imagery, and control. Four specific transfer paradigms and a reference paradigm were represented in the lists. The specific transfer paradigms were constructed such that a first list stimulus term (a pictured, multiple-meaning word) was pictured in a second list as an identity or changed with respect to its image, function, or meaning. Analysis of the specific effects revealed monotone-decreasing negative transfer across the change paradigms. The effect was more pronounced for second-grade subjects. (Author)

ED 082 142

CS 000 734

Parnes, Sidney J. Treffinger, Donald J.

Development of New Criteria for the Evaluation of Creative Studies Programs.

State Univ. of New York, Albany. Research Foundation; State Univ. of New York, Buffalo. Coll. at Buffalo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-2-B-019

Pub Date Feb 73

Grant—OEG-2-2-2B019

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Creative Ability, *Creative Development, *Creative Thinking, *Divergent Thinking, Educational Research, *Problem Solving, *Productive Thinking

Identifiers—*Creativity Training Research

The first purposes of this project were to develop a new measure of Creative Problem-Solving (Improving Research Testing) and to develop new scoring criteria for the College Situations Problems. In addition, evidence concerning the reliability and validity of nine new variables derived from these two measures was examined. Adequate levels of inter-problem and inter-rater reliability were obtained for each of the nine variables. Seven of the nine new variables were also correlated positively and significantly (although moderately) with a variety of external criteria commonly associated with creativity, including divergent thinking abilities and several scales representing non-academic accomplishments. Finally, the nine new variables were applied in comparing four experimental groups and a control group in the Creative Studies Project. Significant results, favoring experimental groups, were obtained for three of the five variables derived from the Improving Research Testing measure, but not for the four variables derived from the College Situations Problems. Implications for subsequent research were also identified. (Author/LL)

ED 082 143

CS 000 735

Levin, Joel R. And Others

Strategies in Reading Comprehension: II. Individual Differences in Learning from Pictures and Words.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-250

Pub Date Apr 73

Contract—NE-C-00-3-0065

Note—16p.; Report from the Research Component "Conditions of School Learning and Instructional Strategies"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Students, *Learning Modalities, *Learning Processes, Neurological Organization, Paired Associate Learning, Pictorial Stimuli, *Reading Comprehension, *Reading Research, Word Recognition

This study sought to determine whether an individual learns relatively better from pictures than from words and whether such information can be applied to the learning of prose materials. A paired-associate learning task consisting of both pictorial and verbal items from which different types of learners could be reliably identified was developed. Based on this instrument, repeated classifications of a fourth-grade sample were found to be consistent. When applied to the comprehension of prose materials, the instrument served to identify those children for whom self-generated visual imagery constituted an effective organizational strategy. (TO)

ED 082 144

CS 000 737

Venezky, Richard L.

Letter-Sound Generalizations as Predictors of Reading Ability in Israeli Children.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-247

Pub Date Jan 73

Contract—NE-C-00-3-0065

Note—16p.; Report from the Basic Prereading Skills Component of Program 2: Development of Instructional Programs

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, *Hebrew, *Phoneme Grapheme Correspondence, Predictive Ability (Testing), Primary Grades, Reading, *Reading Ability, *Reading Research, *Reading Skills

This study investigated the relationship between letter-sound ability and general reading ability in Israeli Hebrew and explored the value of letter-sound ability as a predictor of later reading success. The subjects were 130 children in primary classes in two Israeli public schools differentiated by socioeconomic status (SES). Stimuli were 31 synthetic Hebrew words. Each child was tested individually on his reading of the list of words. One year later a standardized reading test was administered to all subjects. The results showed a significantly high correlation of letter-sound ability with later reading success for middle SES children first tested in grade 1, but insignificant correlations for middle SES children thereafter. In the lower SES school, the highest correlation was achieved in grade 2, indicating a one-year lag behind the middle SES school. Letter-sound ability appears to be a good predictor of later reading success when children have just mastered the basic mechanics of the reading process; however, when this beginning phase is ended, the predictive power of letter-sound ability decreases. (Author/WR)

ED 082 145

CS 000 738

Shapiro, Bernard J. Shapiro, Phyllis P.

The Relationship Between Reading Medium and Prose Writing.

Pub Date Feb 73

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Feb. 26-Mar. 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Basic Reading, *Composition (Literary), Grade 1, Grade 2, *Initial Teaching Alphabet, Reading, *Reading Instruction, *Reading Research, Reading Skills, Vocabulary, Writing Skills

The purpose of this study was to investigate the effect of two methods of reading instruction on children's ability to write original compositions. The subjects for this study were 684 first and second graders. Of the 293 first grade children, 130 were receiving their reading instruction in i.t.a., while the remaining 163 children were working in traditional orthography. All of the 391 second graders were in traditional orthography reading programs using a basal reader for reading instruction. All of the subjects wrote two compositions which were evaluated on length, vocabulary level, content, and originality. At both the grade one level and the grade two level, the essays of the i.t.a. sample were longer and at a somewhat higher vocabulary level. Further, in terms of both the Content and the Communication scales, there were statistically significant differences in favor of the i.t.a. group at both grade levels. (Author/WR)

ED 082 146

24

CS 000 739

Southeast Arkansas Educational Service Center, Title III, Final Report.

Southeast Arkansas Educational Service Center, Monticello.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 1 Sep 72

Note—232p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Curriculum Development, Disadvantaged Youth, *Educable Mentally Handicapped, Grade 1, High School Students, Individualized Instruction, *Inservice Programs, Instructional Materials, Reading, *Reading Instruction, *Reading Programs, Reading Research, Science Materials, *Science Programs

Identifiers—Arkansas, Elementary Secondary Education Act Title III, ESEA Title III, Warren Science Project

The results of five projects are presented in this report. Project 1, "An Exemplary First Grade Reading Program," attempted to establish an exemplary first grade reading program over a two-year period. The first year involved grouping as opposed to non-grouping. The second year a non-graded primary was established. The findings indicated that the non-graded program was successful in individualizing instruction. Project 2, "An Exemplary Special Education Work Center," in-

involved educable mentally retarded students in real-life situations similar to ones the children would encounter in adult life. The findings indicated that students achieved approximately 78 percent of the individual behavioral objectives written for them. Project 3, "An Exemplary Lower Elementary Reading Project," was designed to increase the reading ability of disadvantaged students in a black elementary school. In project 4, "Warren Science Project," the objectives were to increase the science achievement of the laboratory groups as compared to the control groups, to show that the attitude scores of the laboratory group were higher than those of the control groups, and to show that the laboratory group exhibited a greater preference for science. Project 5, "An Exemplary In-Service Program for Improving Classroom Instruction," was designed to evaluate curriculum materials. (WR)

ED 082 147 CS 000 740
Training Manual for the Use of Objectives in the Bank of Objectives, Items, and Resources in Reading.

New York State Education Dept., Albany. Bureau of School and Cultural Research.

Pub Date 1 Jul 73
Note—150p.; For related documents see CS 000 741 and CS 000 742

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*Behavioral Objectives, *Curriculum Development, *Curriculum Evaluation, Educational Objectives, *Instructional Programs, *Reading, Reading Improvement, Reading Instruction, Reading Programs
Identifiers—*SPED

An introduction to a collection or bank of reading objectives devised to aid school personnel in planning, conducting, and evaluating instructional programs, this manual contains: an "Introduction" which discusses the rationale for the System for Pupil Program Evaluation and Development (SPPED), the development of the SPPED reading objectives, levels in the SPPED reading bank, and summary and recommendations for use of the manual; "Generic Objectives," which looks at the structure and components of generic objectives, styles and conventions in generic objectives, and classification and coding of generic objectives; "Criterion Objectives," which includes summative criterion objectives, sampling versus summative criterion objectives, and a summary; "Building a Reading Curriculum," which is concerned with organization, selecting objectives, sequencing objectives, adding and modifying objectives, and the curriculum bank; "Instruction and Objectives," which discusses organizational models for instruction, instructional activities, and banking instructional resources; and "Evaluation," which presents the purpose of evaluation, evaluation design, testing, and test item construction. (WR)

ED 082 148 CS 000 741
Criterion Objectives for the Bank of Objectives, Items, and Resources in Reading.

New York State Education Dept., Albany. Bureau of School and Cultural Research.

Pub Date 1 Apr 73
Note—64p.; For related documents see CS 000 740 and CS 000 742

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Beginning Reading, Behavioral Objectives, *Curriculum Development, Evaluation Criteria, *Evaluation Techniques, *Language Development, Reading Development, *Reading Programs, Reading Skills
Identifiers—*SPED

This document dealing with the System for Pupil Program Evaluation and Development (SPPED) is the second in a set of tools to be used by school personnel in developing curricula for their own reading programs. The material presented consists of: (1) a list of the descriptors for all criterion objectives and the generic objectives to which they apply, (2) an explanation of the sampling objectives and a blank page of formats for duplication, (3) the full wording of all summative objectives, and (4) an alphabetized index of criterion objective descriptors. The nature and purpose of the criterion objectives, their relation to the other reading resources, and procedures for their use are described in detail in the "Training Manual for the Bank of Objectives, Items and Resources in Reading." (LL)

ED 082 149 CS 000 742
Generic Objectives for the Bank of Objectives, Items, and Resources in Reading.

New York State Education Dept., Albany. Bureau of School and Cultural Research.

Pub Date 1 Apr 73
Note—613p.; For related documents see CS 000 740 and CS 000 741

EDRS Price MF-\$0.65 HC-\$23.03
Descriptors—*Behavioral Objectives, Content Reading, *Curriculum Development, Decoding (Reading), *Manuals, Multisensory Learning, Reading Comprehension, *Reading Instruction, *Reading Skills, Study Skills, Vocabulary Skills
Identifiers—*SPED

To be used in the development of reading curricula in the local school setting, this list of generic objectives is part of a set produced by the System for Pupil Program Evaluation and Development (SPPED) which includes criterion objectives and content lists for the specification of generic objectives. In addition to the objectives, this publication contains three related items: an outline of the skill category structure for the objectives, a set of charts to be used as a starting point for the selection of objectives, and a blank page of formats for objectives written by the user. The objectives are divided into multisensory readiness skills, decoding skills, vocabulary skills, comprehension skills, location and study skills, and reading in content areas. (HOD)

ED 082 150 CS 000 743

Wurster, Stanley R. Mathis, F. Austin, Jr.
Happiness Is Reading! Report of the Reading Resource Center, Glendale Elementary School District, Title I Project.

Glendale Elementary School District 40, Ariz. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Jul 73
Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grade 2, Grade 3, Grade 4, Reading, *Reading Achievement, Reading Clinics, *Reading Improvement, Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, Reading Skills, *Remedial Reading
Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The purpose of this Title I project was to improve the reading achievement of educationally disadvantaged students. Improvement was also anticipated in the areas of self-reliance, personal worth, attitudes toward reading, and attendance. The subjects, 144 second, third, and fourth graders, were selected on the basis of their scores on a district-wide achievement test, their teacher's recommendation, and an I.Q. at or above 85. Fifty second and third graders were selected to serve as a control group. The Slosson Oral Reading Test (SORT) and Stanford Achievement Test (SAT) were administered as pre- and post-test measures. The SORT was only administered to the experimental group. Reading Resource Centers were set up as separate but cooperating units with one teacher and one educational assistant in each unit. Children attended the center one hour each day in groups of ten or less. Educational Developmental Laboratories' materials, "Listen, Look, and Learn," were used as the core for the program. The results warranted the following conclusions: A majority of the students had a 9 month or more gain in word meaning skills, self-reliance improved for a large percentage of the students, the attitudes of the students toward reading improved, and student attendance improved. (WR)

ED 082 151 CS 000 744

Recent Research in Reading: A Bibliography 1966-1969.

CCM Information Corp., New York, N.Y.

Pub Date 70
Note—300p.

Available from—Macmillan Library Services, Riverside, New Jersey 08075 (\$14.95)

Document Not Available from EDRS.

Descriptors—*Abstracts, *Annotated Bibliographies, *Literature Reviews, *Reading, *Reading Research

The citations and abstracts of the ERIC Documents listed in this bibliography include not only a listing of acquisitions of the Clearinghouse on

Reading, but also those documents about reading which were acquired by other clearinghouses. They were subsequently announced in "Research in Education" from November 1966 to December 1969 and are available in microfiche form from the ERIC Document Reproduction Service (EDRS). Citations and abstracts were also obtained from "Selected Documents on the Disadvantaged" and "Office of Education Research Reports, 1956-1965." Citations for all journal articles about reading indexed during 1969 for "Current Index to Journals in Education" (CIJE), a monthly index to over 500 education and education-related journals, are included. The material is organized into four sections: Subject Index, Author Index, ERIC Documents, and ERIC Journal Articles. (LL)

ED 082 152 CS 000 745

Sullivan, Dorothy D. Humphrey, James H.
Teaching Reading through Motor Learning.

Pub Date 73

Note—149p.

Available from—Charles C. Thomas Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 (\$7.95 cloth)

Document Not Available from EDRS.

Descriptors—Creative Expression, *Motor Development, Motor Reactions, *Perceptual Motor Learning, Reading, Reading Diagnosis, *Reading Instruction, Reading Processes, Reading Programs, *Reading Skills, *Skill Development

Based on a foundation of research and theory, this book presents a case for the inclusion of motor learning activities in the reading curriculum. Chapter one introduces the concept generally, while chapter two provides a theoretical basis for the approach, along with some exploratory evidence to support it. Chapter three discusses some motor aspects of the reading process. Chapter four is concerned with perceptual motor development skills, programs, and media. Chapters five through eight are concerned with education through the physical. These chapters contain detailed information on and examples of how to help children with the various important aspects of reading. The focus is on developing reading skills through motor activity, motor-oriented reading content, learning to read through creative movement, and motor activity as it relates to diagnosis and diagnostic teaching in reading. (WR)

ED 082 153 CS 000 746

Rosenberg, Judith K. Rosenberg, Kenyon C.
Young People's Literature in Series: Publishers' and Non-Fiction Series. An Annotated Bibliographical Guide.

Pub Date 73

Note—280p.; See related document CS 000 747

Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Annotated Bibliographies, *Booklists, Book Reviews, *Childrens Books, Library Material Selection, *Reading Material Selection, Retarded Readers, *Serials

Identifiers—Nonfiction

This annotated bibliography is designed to help identify the various titles published in series for young people and to provide descriptive and evaluative information about each series. Over 6000 titles in nonfiction series and publishers' series—either fiction or nonfiction books prepared by more than one author but having a common format and a basic theme—are included. All in print series designed for grades three through twelve published through 1972 are contained in this volume. Series with appeal to reluctant readers, regardless of reading level, have been included with appropriate mention of their special interest in the annotation. The annotations are based primarily on format, durability, reading level, and the inclusion of illustrations, indexes, and bibliographies. Arrangement is alphabetical by series title or, in the case of untitled author series, by author. Individual titles within each series are arranged first by author and then by title. (TO)

ED 082 154 CS 000 747

Rosenberg, Judith K. Rosenberg, Kenyon C.
Young People's Literature in Series: Fiction. An Annotated Bibliographical Guide.

Pub Date 72

Note—176p.; See related document CS 000 746

Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$7.50 cloth).

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, Annotated Bibliographies, *Booklists, Book Reviews, *Childrens Books, Fiction, Library Material Selection, *Reading Material Selection, Retarded Readers, *Serials.

This annotated bibliography is designed to aid in the selection of fiction for young people. Nearly 1500 titles from both out of print and in print series that have been printed since 1955 are listed. Series titles aimed at the kindergarten through second grade reader have been omitted with the exception of some series with a grade two reading level whose subjects might appeal to older reluctant readers. The overall level of the series included is for grades three through nine. Several adult titles that might be enjoyed by young people have also been included. Books have been evaluated in terms of plot content, depth and believability of characterization, writing style, and book format. Series are arranged alphabetically by author, and individual titles within each series are arranged by chronological order to enable readers to follow the series in correct sequence. (TO)

ED 082 155

CS 000 748

Raygor, Alton L., Ed.

College and Adult Reading I; First Annual Yearbook.

North Central Reading Association, St. Paul, Minn.

Pub Date May 62

Note—124p.; Report of the papers presented at the Annual Meeting of the North Central Reading Assn. (4th, Minneapolis, Oct. 20-21, 1961); See related documents CS000749-000752

Available from—David M. Wark, Reading and Study Skills Center, Student Counseling Bureau, Univ. of Minnesota, Minneapolis, Minn. 55455 (\$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Reading Programs, College Students, Conference Reports, Higher Education, Inservice Teacher Education, Instructional Television, Reading Comprehension, *Reading Instruction, *Reading Programs, *Reading Research, Speed Reading

This yearbook is a report of the papers presented at the Fourth Annual Meeting of the North Central Reading Association. The titles and authors of the papers included are: "Recent Research in College and Adult Reading" by Edward G. Summers; "The Definition of Reading" by Earl F. Rankin; "The Effect of Reading Training on College Achievement" by Eugene S. Wright; "An Evaluation of Forty-one Trainees Who Had Recently Completed the 'Reading Dynamics' Program" by Stanford E. Taylor; "The Use of Closed-Circuit Television for Teaching College Reading Courses" by Patricia Donisi; "The Compulsion to Read" by Forrest L. Vance; "How Sound is Your Reading Program?" by Robert Karlin; "Training Inexperienced Graduate Students as Instructors in a Reading Program" by Ernest W. Kinne; and "Initiation of Reading Clinics" by George L. Watson. (TO)

ED 082 156

CS 000 749

Raygor, Alton L., Ed.

College and Adult Reading II; Second Annual Yearbook.

North Central Reading Association, St. Paul, Minn.

Pub Date Jun 63

Note—176p.; Report of the papers presented at the Annual Meeting of the North Central Reading Assn. (5th, Cleveland, Oct. 20-21, 1962); See related documents CS000748, CS000750-000752

Available from—David M. Wark, Reading and Study Skills Center, Student Counseling Bureau, Univ. of Minnesota, Minneapolis, Minn. 55455 (\$2.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Reading Programs, Conference Reports, Developmental Reading, Inservice Education, Programmed Instruction, Reading Comprehension, Reading Development, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Research, Speed Reading, Study Skills

This yearbook contains the papers presented at the Fifth Annual Meeting of the North Central

Reading Association. The titles and authors of the papers included are: "Speed Reading vs. Effective Developmental Reading" by Lester Van Gilder; "Counseling and Reading, Their Interrelationship" by Boyd Jackson; "Recent Research in College and Adult Reading" by A. Garr Cranney; "Reading Training for Industry" by Leonard Braam; "Reading Improvement at Firestone" by Glen Cross; "Reading Training in Industry" by Byron Svetlik; "Reading and Study Skills: A Balance" by Mrs. Herbert Ketcham; "The Importance of Structured Outside Assignments" by James Brown; "The University of Toledo 'Total Push' Reading Program" by Ronald Crowell, Herbert Gerjuoy, and Miriam Wendt; "The Reading Improvement Program at Ferris Institute" by E. Coston Frederick; "An Operative 'Second Chance' Philosophy" by Orval Anderson; "An Evaluation of Developmental Reading at West Bend High School" by Marjorie Dummett and Raymond Urbas; "A Course in Reading Improvement for Executives" by William Hastings; "Western Reserve University's Preparation for College Program" by Morton Shanberg; "Progress in Programmed Instruction" by Alton Raygor; and "A Program to Improve Paragraph Comprehension" by Pearl Roossinck. (TO)

ED 082 157

CS 000 750

Wark, David M., Ed.

College and Adult Reading, III and IV; Third and Fourth Yearbooks.

North Central Reading Association, St. Paul, Minn.

Pub Date 65

Note—199p.; Report of the papers presented at the Annual Meetings of the North Central Reading Assn. (Univ. of Michigan, 1963 and Univ. of Notre Dame, 1964); See related documents CS000748-749 and CS000751-752

Available from—David M. Wark, Reading and Study Skills Center, Student Counseling Bureau, Univ. of Minnesota, Minneapolis, Minn. 55455 (\$2.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Reading Programs, Cloze Procedure, College Instruction, Composition Skills (Literary), Conference Reports, Developmental Reading, *Discrimination Learning, Eye Fixations, *Information Theory, Programmed Instruction, Reading Improvement, Reading Processes, *Reading Research, *Reading Skills, Study Skills, Visual Discrimination, *Visual Perception

This single volume constitutes the third and fourth yearbooks of the North Central Reading Association and consists of most of the papers presented at the 1963 and 1964 annual meetings of the NCRA. The papers are grouped into four sections: Discrimination, Information Theory, Skill Therapy and Skill Training, and The Visual Process. Among the topics covered in the seventeen papers are the cloze procedure, research reviews of skill therapy and visual discrimination, a college composition program, the SQ3R system, and reading as information processing. (TO)

ED 082 158

CS 000 751

Wark, David M., Ed.

College and Adult Reading, V; Fifth Yearbook.

North Central Reading Association, St. Paul, Minn.

Pub Date 68

Note—185p.; Report of the papers presented at the Annual Meeting of the North Central Reading Assn. (Minneapolis, 1965; Chicago, 1966; Detroit, 1967); See related documents CS000748-000750 and CS000752

Available from—David M. Wark, Reading and Study Skills Center, Student Counseling Bureau, Univ. of Minnesota, Minneapolis, Minn. 55455 (\$2.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Basic Education, Adult Reading Programs, *College Instruction, Conference Reports, Junior Colleges, Reading Achievement, Reading Comprehension, Reading Diagnosis, *Reading Instruction, *Reading Programs, *Reading Research, Testing

This volume contains the seventeen papers presented to the 1965, 1966, and 1967 annual meeting of the North Central Reading Association. The papers are grouped into four sections: Problems for the Reading Specialist, College Reading Programs and Instructional Techniques; Research on Reading; and the Emerging Junior College Program. Some of the topics are adult

basic education, reading tests and examination performance, descriptions of several college and junior college programs and research studies, programs and techniques for handicapped and disadvantaged students, and relationships between rate and comprehension. (TO)

ED 082 159

CS 000 752

Wark, David L., Ed.

College and Adult Reading, VI; Sixth Yearbook.

North Central Reading Association, St. Paul, Minn.

Pub Date 71

Note—267p.; Report of the papers presented at the Annual Meeting of the North Central Reading Assn. (Ohio State Univ., 1968; General Motors Institute, 1969; Valparaiso Univ., 1970); See related documents CS000748-751

Available from—David M. Wark, Reading and Study Skills Center, Student Counseling Bureau, Univ. of Minnesota, Minneapolis, Minn. 55455 (\$2.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Adult Reading Programs, College Instruction, Conference Reports, *Evaluation Techniques, Inservice Education, Reading Comprehension, Reading Development, Reading Improvement, Reading Materials, *Reading Programs, *Reading Skills, *Study Skills, *Teacher Education

This volume contains the sixteen papers presented to the 1968, 1969, and 1970 annual meetings of the North Central Reading Association. The papers are grouped into four sections: Programs and Centers, Materials and Techniques, Evaluation, and Professional Problems. Some of the topics concern tests and test-taking, attitudinal factors, descriptions of college and industrial reading programs, teacher preparation, grouping techniques, behavior modification, and material evaluation. A single paper on SQ3R completes the volume. (TO)

ED 082 160

CS 000 753

Schulster, Jerome R. And Others

Loss of Retrieval Information in Prose Recall.

Pub Date Feb 73

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, Feb. 26-Mar. 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, College Students, *Cues, Learning, *Learning Processes, *Memory, *Recall (Psychological), Retention

The purpose of this research was to experimentally manipulate input and output orders of information and separate storage and retrieval components of prose free recall. The cued partial recall method, used in word list recall, was adapted to a prose learning task. Four short biographical stories of about 55 words each were systematically combined into four larger passages such that each story appeared once in the four possible serial positions of stories. Each story contained six facts about a fictional person. A total of 48 subjects from a basic psychology class were given two and one half minutes to read a passage. Recall followed immediately and subjects were required to recall as much factual information as possible from one story before turning a page to recall material from another story. The cue used to constrain recall order was the name of the person described in the particular story. Subjects were given unlimited time for recall. The results indicated that the primacy effect in prose free recall is the result of order of recall as well as order of input of information. The primacy effect in prose free recall may be the result of output interference affecting the efficient use of retrieval information. (WR)

ED 082 161

CS 000 754

Hansen, I. V.

Young People Reading: The Novel in Secondary Schools. Second Century in Australian Education Series, No. 8.

Pub Date 73

Note—76p.; Published by Melbourne University Press

Available from—International Scholarly Book Services, Inc., P.O. Box 4347, Portland, Oregon 97208 (\$3.00 paper)

Document Not Available from EDRS.

Descriptors—*Adolescent Literature, *Childrens Books, Elementary Education, Independent Reading, Literature Appreciation, Paperback

Books, *Reading Interests, Reading Materials, *Reading Programs, Secondary Education

The author addresses teachers, parents, and young readers on the importance of reading fiction for young people. The first chapter, "Young People Reading," discusses the development of children's literature (upper-early secondary) since the eighteenth century. "The Novel in the Conservative Classroom" argues for the inclusion of contemporary as well as classical literature in the curriculum, in order to provide a comprehensive view of literature. "Why Read Novels Anyway?" asserts that the recognition of the human condition through the novel is a legitimate aim for any English program for young people. The interpretive process is also discussed. "Exploring Through Fiction" includes reviews of six books, two appropriate for each of three age groups. "The Wide Reading Scheme" discusses the recent assumption by reading of the dominant role in the English curriculum. "A Micro-sample: The Reading of Some Fifteen-year-olds" reviews a reading program previously used by the author in his classes. The last chapter is a summary of the book. The appendices contain lists of suggested and award-winning books. (LL)

ED 082 162 CS 000 755

Mattern, Patrick Michael

Natural Reading Rate Training and Psychological Correlates of Success.

Pub Date 72

Note—133p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-9546, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Students, Rapid Reading, Reading, Reading Ability, *Reading Improvement, Reading Instruction, *Reading Research, *Reading Skills, *Reading Speed

The purpose of this investigation was to identify the superior method of accelerating reading rate without the use of mechanical aids. A secondary purpose was to identify personality characteristics which might serve as predictors of success in reading rate. Thirty volunteer college level students completed an unstructured course in reading rate acceleration, and 27 completed a structured course in reading rate acceleration. Structure was defined as the presence of a maximum number of clues and directions in coursework. Unstructured treatment lacked many of these clues and directions. Instructional materials included printed matter from prepared reading acceleration programs, national publications, daily newspapers, and currently available novels. The structured reading classes (SRR) provided practice in perfecting a reading rate method. The unstructured reading classes (URR) experimented with a variety of techniques. The results indicated that both groups significantly improved their reading rates. The SRR students recorded more progress than the URR group. No personality characteristics correlated with the ability to profit from rate instruction. (WR)

ED 082 163 CS 000 756

Fair, Janet Anne Denton

A Comparison of the Diagnostic Systems Approach and Certain Basal Reader Approaches to Teaching Two Reading Comprehension Skills.

Pub Date 72

Note—100p.; Ed.D. Dissertation, University of Houston

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-15728, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Basic Reading, *Critical Reading, Developmental Reading, Grade 4, *Reading Comprehension, Reading Instruction, *Reading Research, *Reading Skills, Sex Differences

Identifiers—*Diagnostic Systems Approach

Two approaches for increasing the ability of 201 fourth graders to determine the main idea and to draw inferences in reading were compared. Three basal programs were used for all instruction with the control group and for all instruction except that for determining main idea and drawing inferences for the experimental group. Inservice programs focused on the use of the Diagnostic Systems Approach for the experi-

mental group teachers and on the lessons in the basal series dealing with the two skills involved for the control group teachers. After 90 days of instruction, no significant difference in gains made by the pupils in the two treatment groups in either of the comprehension skills was found. Boys performed significantly better than girls but more boys than girls of high ability were involved. Placement in individual control classes did not effect results, but placement in individual experimental classes was significant in three cases: the highest achieving class made a positive change in general comprehension; one of the low achieving classes demonstrated a negative change in general comprehension; and another low achieving class demonstrated a negative change in inferential comprehension. (TO)

ED 082 164 CS 000 757

Phillips, Bonnie Darlene

The Effect of the Cloze Procedure on Content Achievement and Reading Skills in a Junior College Introduction to Business Course.

Pub Date 73

Note—181p.; Ph.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-16796, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Business Education, *Cloze Procedure, Content Reading, *Junior College Students, Reading, Reading Achievement, *Reading Comprehension, Reading Improvement, *Reading Research, *Reading Skills

The purpose of this study was to determine whether students who receive instruction in reading by using the cloze procedure would gain more knowledge of business concepts and improve their reading skills in an introductory business course when compared with students who had not had similar instruction in reading. Sixty-seven junior college students were randomly assigned to one of three groups; the three groups were then randomly assigned to one of three treatments: lecture supplemented by check questions and pre-cloze-cloze exercises, lecture supplemented by pre-cloze-cloze exercises, and lecture supplemented by reading assignments. The students' American College Testing (ACT) test scores, a business pretest, and a reading pretest served as covariates. The criterion measure for determining content achievement was the General Information Survey. The criterion measure for determining terminal reading skills was the Nelson-Denny posttest. Some of the conclusions drawn from the analysis of the data were that the alternate cloze techniques did not have a differential effect on over-all content achievement or on general reading ability. (WR)

ED 082 165 CS 000 758

Kimmel, Eric Alan

Theoretical and Research Issues in Black Communication.

Pub Date 73

Note—133p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-17578, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, Childrens Books, Grade 5, Reading, *Reading Interests, *Reading Research

This study examined whether reading books alone, without adult-led discussions or other intervention, can change children's attitudes toward specific objects. A variation of the semantic differential test was administered to 22 fifth graders to determine their attitudes toward seven countries. England, France, and Holland were regarded as favorable, Russia and Israel as unfavorable, and Spain and Japan as neutral. Books, pictures, cassette recordings of stories in the original languages, folk tales in English, and translated picture books from and about Israel, Russia, France, and Spain were displayed on a table in the classroom. The children were given unlimited access to the materials for three months. Records were kept of the books read by each child. None of the four countries was being studied, and the teacher did not discuss or recommend any of the books. She was also asked to avoid making any comment about any of the

seven countries during the experiment. After three months the original test was administered again. Although some minor changes appeared that might imply some individual changes in attitude toward the different countries, no significant difference in attitude appeared that could be clearly attributed to the books and related materials. (TO)

ED 082 166

CS 000 759

Disch, Robert, Ed.

The Future of Literacy.

Pub Date 73

Note—177p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632 (\$6.95 cloth, \$2.45 paper)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *Cultural Awareness, *Futures (of Society), Human Dignity, *Humanism, Intercommunication, Language Role, *Literacy, Mass Media, *Reading

A variety of contributors explore the implications and the historical background of the future of literacy. We have inherited a belief that a vital literary tradition can uphold humane values, but events of twentieth century history have completely undermined faith in literacy as a stronghold of humanism. George Steiner suggests that literature is a source of authoritarian rule and cruelty, and Douglas Bush links the corruption of language to the decline of humane culture and civilized politics. Eugene Ionesco, Antonin Artaud, Edmund Carpenter, and Ben Bagdikian examine other facets of the crisis that literacy faces in this decade and look at what the future holds in store for literacy and other communication methods. Other contributors are Georges Charbonnier, Eric Havelock, Marshall McLuhan, Jack Goody, Ian Watt, Herbert Marcuse, Paul Goodman, Louis Kampf, and Rene Wellek. The book is divided into three parts: The Impact of Literacy, The Crisis of Literacy (subdivided into "Literacy, Language, and Politics" and "Literacy Under Attack"), and The Future: Literacy and the Media. (TO)

ED 082 167

CS 000 760

Gardner, Kathryn M.

Reading and Study Skills Development, English 21.

Pub Date Nov 72

Note—33p.; An published course of instruction for English 21, Harbor College, Los Angeles

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Junior College Students, Perceptual Development, Phonics, Reading Comprehension, *Reading Development, Reading Diagnosis, *Reading Programs, *Reading Skills, Reading Speed, Remedial Reading, Spelling, *Study Skills

A voluntary remedial reading and study skills class for students whose ability in these areas is insufficient to meet college demands is described. After the initial diagnostic pretesting is complete, each student works with a tutor or instructor to design a learning program suited to his individual needs, with six or seven half-hour units per week. In addition to four hours of class time, each student is required to spend at least one hour per week independently in the reading laboratory. Objectives, materials, and activities are included for eight units: diagnostic pretesting, theory and techniques of effective reading, the development of efficient study skills, small group tutoring/discussion session, laboratory development of reading comprehension, laboratory development of perceptual skills and reading speed, spelling improvement, and mastering the sounds of English-phonics development. (TO)

ED 082 168

CS 000 761

Underwood, Benton J. Zimmerman, Joel

A Comparison of the Effects of Formal Similarity among Trigrams and among Word Triads.

Northwestern Univ., Evanston, Ill.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Sep 73

Note—28p.; See related documents CS 000 762-000 763

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Association (Psychological), *Associative Learning, Cognitive Processes, College Students, Educational Research, *Interference (Language Learning), Learning

Processes, Reading, *Recall (Psychological), *Word Recognition

The central question of this report concerned the role of formal similarity in free recall of lists of trigrams and lists of three-letter word triads. Similarity was manipulated among trigrams by duplicating words. An initial study showed that lists of 16 letters were learned more rapidly than a list of 16 three-letter words. Therefore, in the major experiment, the subjects were given all appropriate elements on test trials so that only associative learning was required. Increases in formal similarity caused decreases in rate of learning for both types of lists and the mechanisms of the interference seemed to be the same for both types of lists. However, the learning of the trigram lists was more rapid than the learning of the word lists, the difference being maximal with low similarity. (Author)

ED 082 169 CS 000 762

Underwood, Benton J. And Others

The Locus of the Retention Differences Associated with Degree of Hierarchical Conceptual Structure.

Northwestern Univ., Evanston, Ill.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Sep 73

Note—44p.; See related documents CS 000 761 and CS 000 763

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Association (Psychological), Cognitive Processes, College Students, *Concept Formation, Educational Research, Expectation, *Paired Associate Learning, Reading, *Recall (Psychological), *Retention, *Retention Studies, Structural Analysis

Constant-order paired-associate lists were used in which the numbers 1-24 were stimulus terms, and 24 nouns were response terms. The order of the nouns was varied across five lists to produce a different number of the hierarchical conceptual levels in the lists. There were two degrees of original learning and three types of retention tests after 24 hours. The study-test method was used. Learning rate was related directly to the degree of conceptual structure, but retention was uninfluenced by structure. A further experiment showed that the direct relation between recall and structure found in an earlier study is to be attributed to the anticipation method in which information at recall is an amount that is directly related to the conceptual structure. (Author)

ED 082 170 CS 000 763

Underwood, Benton J.

The Role of the Association in Recognition Memory.

Northwestern Univ., Evanston, Ill.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Sep 73

Note—77p.; See related documents CS 000 761 and CS 000 762

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Association (Psychological), Cognitive Processes, College Students, Criteria, Educational Research, *Memory, *Paired Associate Learning, Reading, *Recall (Psychological), *Word Recognition

The purpose of the eight experiments was to assess the role which associations between two words played in recognition decisions. The evidence on weak associations established in the laboratory indicated that association was playing a small role, but that the recognition performance on pairs of words was highly predictable from frequency information. However, the use of strongly associated words indicated that the strength of the association per se was not a critical variable in recognition performance. A post hoc expansion of frequency theory was proposed. Some unexpected findings included criterion differences in making frequency judgments as compared with recognition decisions, and criterion differences in recognition tests on homonym pairs as compared with other classes of word pairs. (Author)

ED 082 171 CS 000 765

Smith, Lawrence Lee

*Comparison of Reading Expectancy Sets as Determined from Selected Intelligence Measures.

Pub Date 72

Note—173p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-17,426 MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Grade 2, Grade 4, Grade 6, *Intelligence Tests, Reading, *Reading Ability, *Reading Diagnosis, *Reading Research, Reading Skills, Reading Tests, Remedial Reading, *Retarded Readers

The major question of this study was that if the Wechsler Intelligence Scale for Children (WISC) Performance Scale was treated as the criterion variable, what other tests would give the classroom teacher similar sets of reading expectancy estimates for the identification of three categories of reader performance: disabled reader, probable disabled reader, and able reader. Comparisons were made for the total study population of 120 second, fourth, and sixth graders, for the sample number for each grade level separately, and for the total sample number of both boys and girls separately. The sample of 120 subjects were given the WISC; the Stanford-Binet, Form L-M; the Slosson Intelligence Test; the Quick Test; and the Peabody Picture Vocabulary Test, Form A. Data from the intelligence tests were studied. It was concluded from the data and clinical observations that the two tests which more reliably could be used as substitutes for the WISC Performance Scale for screening purposes were the Lorge-Thorndike Nonverbal Intelligence Test and the Peabody Picture Vocabulary Test. (Author/WR)

ED 082 172 CS 000 766

Hirst, Lois Trimble

An Investigation of the Effects of Daily, Thirty-Minute Home Practice Sessions upon Reading Achievement with Second Year Elementary Pupils.

Pub Date 72

Note—139p.; Ed.D. Dissertation, University of Kentucky

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-20,591, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Grade 6, *Home Study, *Parent Participation, Reading, Reading Achievement, Reading Comprehension, *Reading Improvement, *Reading Instruction, *Reading Research, Reading Skills, Vocabulary, Word Study Skills

The purpose of this study was to determine whether repeated sessions of reading practice within the home, directed by a person who would support and encourage the pupil, would result in a significant increase in reading achievement. Eight boys and eight girls were selected at random from each of six second grade classrooms in two elementary schools and were randomly assigned to control and experimental groups. The experimental group was given five 30 minute periods each week for 16 weeks of reading practice at home with a parent serving as tutor. At an orientation meeting parents were shown how to instruct their children, how to keep records, and how to reinforce performance. The materials used were the same basal reading texts which the pupils were using for reading instruction in school. Hypotheses 1, 2, and 3 stated that vocabulary, comprehension, and word study skills achievement test scores of experimental pupils would differ significantly from the scores of control pupils. Hypotheses 4, 5, and 6 stated that vocabulary, comprehension, and word study skills scores of experimental pupils would differ significantly from the scores of control pupils on a delayed posttest. The data did not support the six hypotheses at the .05 level of confidence. (Author/WR)

ED 082 173 CS 000 767

Hampton, Hilda Marie

Selected Effects of Reading Aloud to Students.

Pub Date 72

Note—61p.; Ed.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-21,427, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Grade 6, *Individual Reading, *Oral Reading, Reading, Reading Habits, Reading Improvement, *Reading Research, *Student Attitudes, *Teaching Procedures

The purpose of this study was to test the hypotheses that there is no significant difference in the number of books voluntarily read between sixth grade pupils in an experimental group having stories read to them and pupils in a control group having no stories read to them, and there is no significant difference in the attitudes toward reading between an experimental group of sixth graders having stories read to them and a control group having no stories read to them. The subjects were two heterogeneously grouped homeroom classes of sixth graders. One group served as the experimental group; the other class was the control group. During the initial four weeks of the study the investigator spent thirty minutes daily with each group, substituting for the regular language arts teacher in teaching language lessons. During the final four weeks of the study the investigator read selected stories aloud to the experimental group for thirty minutes daily. Based upon the findings, it was concluded that teachers of sixth grade students are not warranted in assuming that simply reading aloud will stimulate students to read on their own and that reading aloud mitigates the development of unfavorable reading attitudes. (Author/WR)

ED 082 174 CS 000 771

Rich, Joyce Ann

Oral Language Assessment as a Predictor of Reading Achievement: Relationships Between Oral Language and Reading Achievement.

Pub Date 72

Note—143p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-18,486, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Early Childhood Education, Grade 3, *Language Research, *Language Usage, Linguistic Performance, Oral Communication, Phonology, *Reading Achievement, *Reading Research, Syntax

This investigation studied the relationships of children's reading achievement to their ability to reproduce orally selected phonological, morphological, and syntactical structures presented in "The Gloria and David Beginning English, Series No. 20, Test 6" (GDBE). The subjects were 198 Spanish-surnamed and black third graders. Reading achievement was evaluated on the basis of seven different reading achievement variables from standardized tests of current reading skill. The predictor variables in the study were two concurrent tests of reading capacity, rank group, teacher score, student sex, and oral language skill as assessed with both eight GDBE part-scores and a GDBE total score. The relationships of these predictor variables to the seven reading achievement criterion variables were analyzed through the employment of multiple regression techniques. Some of the findings were: (1) predictive efficiency was increased when the GDBE total score and the GDBE part-scores respectively were combined into a predictor set along with rank group, the two oral comprehension measures, teacher score, and student sex, and (2) when each predictor variable was considered separately in a regression model for independent contribution in predicting reading achievement, the teacher score was the only variable that made a significant independent contribution. (Author/LL)

ED 082 175 CS 000 777

Bluth, Linda Fran

A Comparison of the Reading Comprehension of Good and Poor Readers in the Second Grade with and without Illustration.

Pub Date 72

Note—80p.; Ed.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-17,122, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Cloze Procedure, Grade 2, *Pictorial Stimuli, Reading, Reading Ability, Reading Achievement, *Reading Comprehension, *Reading Research, *Reading Skills, Retarded Readers

This study investigated the reading comprehension of good and poor readers in the second grade on reading passages with and without illustration. Eighty subjects were selected from children attending the second grade in the public schools of a midwestern city of approximately 200,000. For the purposes of this study children scoring within the top three stanines on the Stanford Achievement Test Primary Two Battery, Form W, were referred to as good readers and those scoring in the lowest three stanines were referred to as poor readers. Subjects read silently two different passages of 126 words each in which every fifth word was deleted beginning with the fifth word in the first sentence of either passage. The subjects filled in the deleted words as they read the passage. One passage was consistently presented with an illustration; the other passage was presented without an illustration. The two cloze test passages were scored using the exact replacement of the deleted word. The results indicated that the difference between passage with illustration and passage without illustration within poor readers was not significant, and the difference between passage with illustration and passage without was significant with good readers in favor of illustration. (Author/WR)

ED 082 176 CS 000 778

Campbell, John Joseph

An Examination of Prereading Exercises: Recommendations for Form and Instruction on the Comprehension of Written Instructional Material.

Pub Date 72

Note—120p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-17,032, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Freshmen, *Instructional Materials, *Prereading Experience, Reading, Reading Ability, *Reading Comprehension, Reading Improvement, *Reading Research, *Reading Skills

This study investigated the effects of prereading exercises on the comprehension of written instructional material. The subjects were 210 community college freshmen who were required to enroll in a developmental reading course. All of the subjects had scored below the eighth percentile on the national norms of the Davis Reading Test. The subjects were randomly assigned to a treatment or a control group. The treatment conditions were (1) instructions on the use of prereading exercises and (2) prereading exercises written in prose and outline form. The prereading exercise under study was the "structural overviews," a treatment that presents to the reader the structure of the passage, in terms of the location of the main ideas and details contained in the passage. The two control groups were (1) a group that read the same passages as the treatment groups that did not receive the instruction treatment but did not receive a prereading exercise, and (2) a reading dependency control group that read a passage not related to the criterion test. The results indicated that a prereading exercise can have a facilitative effect on the comprehension of written instructional material, and that the prose form of prereading exercise was most helpful in comprehending written instructional material. (Author/WR)

ED 082 177 CS 200 315

Henninger, George A.

Practical Word Studies: Using the Dictionary.

Pub Date 70

Note—123p.

Available from—Shasta College Book Store, Old Oregon Trail, Redding, Calif. 96001 (\$3.00)

Document Not Available from EDRS.

Descriptors—Definitions, *Dictionaries, *English, Junior Colleges, Language Arts, Pronunciation, Secondary Education, Semantics, Spelling, *Vocabulary, *Vocabulary Development, *Vocabulary Skills, Word Recognition, *Word Study Skills

This book, intended for use in high school and junior college classes, is designed to introduce students to word study, with special emphasis on the use of the dictionary. The materials can be used for a full semester or longer, in various sections of an English class, or in private study. The author gives special emphasis to three particular

phases of word study: meaning, pronunciation, and spelling. The selections and method of treatment stress the acquisition of knowledge first by listening and reading more understandingly and critically, and then by using the words more effectively in speech and in writing. The author argues that by the age of twelve a child has mastered the sounds of language and has a fair grasp of the essentials of grammar, so that what is left is the acquisition of more and more words. One of the major purposes of this book is to increase this acquisition. (Author/DI)

ED 082 178 CS 200 545

Literature: Teacher's Resource Guide.

Broward County School Board, Fort Lauderdale, Fla.

Pub Date 71

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Content Analysis, Elementary Education, *English Instruction, *Individualized Instruction, *Instructional Aids, Literary Genres, Literature, Literature Appreciation, *Resource Guides, Secondary Education, Thematic Approach

This document contains a resource guide designed to help teachers plan programs of literature study for students at all grade levels, and "Broward County's K through 12 Continuum for the English Language Arts," which is a statement of general goals in English considered appropriate for students to work toward during their school years. Goals are grouped into strands within the continuum and sequenced to help teachers in designing individual student programs. Each page of the guide is numbered to correspond with an item in the continuum. The goal is restated and its relevance to the study of literature is explained in the "Concept" section. The "Instructional Activity" section contains ideas and activities for teachers to help students master specific goals. The resources listed are widely used student and professional texts. (LL)

ED 082 179 CS 200 589

Hooks, Janice

An Analysis of Writing Skills as Described by Selected Professional Writers.

Pub Date 72

Note—113p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-6978, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Authors, Composition (Literary), *Composition Skills (Literary), Creative Writing, *Educational Research, *English Programs, Fiction, Grammar, Inservice Teacher Education, *Instructional Improvement, Literature, Preservice Education, *Public Schools, Syntax, Vocabulary, Writing

The purpose of this study was to identify the main elements of writing that have been identified by selected professional writers and, on the basis of this record, to make recommendations about composition instruction in the public schools. The works of four American novelists and randomly selected book reviews from "Saturday Review" were examined for criteria about writing principles. Analysis of the data led to three categories of recommendations concerning composition instruction. The first category discusses various program changes, such as more recognition of an individual's personal experiences as motivation for writing. The second category includes research related to program changes, such as research identifying the effects of program changes on the quality of student writing. The third category discusses the preparation of preservice and inservice teachers, for example, the need for the development of programs emphasizing delineating the importance of a coordinated approach to composition in the curriculum for inservice teachers. (Author/DI)

ED 082 180 CS 200 590

Kelly, Ernae Beverly

A Study of the Afro-American Content of the Most Widely-Used Collegiate American Literature Anthologies, Copyrighted Between 1953 and 1970.

Pub Date 72

Note—222p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-10,242, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—African American Studies, *American Literature, Anthologies, *College Curriculum, Cultural Images, Educational Research, Literary Analysis, Literary History, Negro Culture, *Negro Literature, Racial Attitudes, *Racial Discrimination, Social Attitudes, *Stereotypes

This study examined the image of Afro-American characters and of the Afro-American writer in American literature anthologies widely used in higher education. The study concludes that in these anthologies materials are selected which (1) depict the Afro-American in a limited number of roles and largely as minor characters or as references; (2) treat the Afro-American outside of a real or imagined social-political situation; or (3) in the case of writings by Afro-Americans, have no explicit racial dimension. The study suggests that American literature anthologies contribute to a distorted image of the Afro-American as real or imaginary character and to an apologetic image of the Afro-American as writer. In the light of theories of social constructionists such as Thomas Luckmann and Peter Berger, a skewed notion of reality is reinforced for the student and the instructor through use of such materials. (Author/DI)

ED 082 181 CS 200 599

Sackler, Jessie Brome

A Linguistic Technique for Marking and Analyzing Syntactic Parallelism.

Pub Date 72

Note—198p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-17,225, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Language Patterns, *Language Research, Linguistics, *Parallelism (Literary), *Rhetoric, Sentence Structure, Syntax, *Tagmatic Analysis, *Textbooks

Sentences in rhetoric texts were used in this study to determine a way in which rhetorical syntactic parallelism can be analyzed. A tagmatic analysis determined tagmas which were parallel or identical or similar to one another. These were distinguished from tagmas which were identical because of the syntactic constraints of the language (invariable tagmas). Parallel constructions ranged from compound parts of speech to a virtual network of parallelism in which a given strand or chain (descending patterns of tagmas) could be considered to be parallel to several other strands, each in varying relationships to the original and to one another. This study made it possible to compare parallel constructions according to: (1) the amount of parallelism as determined by the number of identical or similar tagmas in each sentence, (2) the "depth" of each construction as determined by the number of tagmas in the longest strand, (3) the "breadth" of each construction as determined by the number of strands in each construction, (4) the "effectiveness" of each construction as determined by the number of variable tagmas, (5) the "strength" of each construction as determined by the amount of lexical identity, and (6) the "rigor" of each construction as determined by the number of identical rather than similar tagmas in each. (Author/HOD)

ED 082 182 CS 200 605

Brislawn, Ferdinand Leo, Jr.

Space Representation and Language Development.

Pub Date 71

Note—116p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-7934, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Abstract Reasoning, *Age Differences, Cognitive Development, Concept Formation, *Elementary Education, *Space Orientation, *Verbal Development

To determine whether children possess representations and concepts of space before they acquire verbal descriptions of these, children's

formation of symbolic representations of space and their acquisition of verbal referents for them were observed. It was found for subjects in the study that conceptual representations of space relations were acquired sequentially in the course of cognitive development, that age alone affected the acquisition of representations of space relations, both as placements (actions) and as language (prepositions) representing space, and that the children did have operational concepts of space relations before they were able to match these concepts with an appropriate preposition as a linguistic description. (Author/MF)

ED 082 183 CS 200 606

Hariman, Marilyn D.

A Psycholinguistic Study: Contrastive Analysis Teaching of Black and Standard Dialects to Junior-High Reading Subjects.

Pub Date 72

Note—105p.; Ed.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-6385, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Contrastive Linguistics, Conventional Instruction, *Junior High School Students, *Negro Dialects, Oral English, *Pattern Drills (Language), Psycholinguistics, Reading, Standard Spoken Usage, *Ten

Foreign language contrastive analysis, pattern practice, and oral drilling served as the experimental treatment in this study investigating whether a regular English class format for teaching English to reading students whose natural language is Black English (BE) is adequate in presenting Standard English (SE) at the secondary level. The form BE and its conjugations constituted the experimentally taught lessons. The school administration of an ungraded junior high school in a black community randomly selected two groups of students from their lowest-level reading students above non-readers. An instrument, "The Use of Be," was administered as a pretest and posttest to both groups. Interpretations of the test results lend strong support to anticipated results that a usual general English class format does not give BE speaking children fluency in SE in the four areas tested. (Author/HOD)

ED 082 184 CS 200 607

Martinez-Bernal, Janet Ayers

Children's Acquisition of Spanish and English Morphological Systems and Noun Phrases.

Pub Date 72

Note—314p.; Ph.D. Dissertation, Georgetown University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-34186, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Bilingual Students, Children, English, *English (Second Language), Language Research, Language Skills, *Language Tests, Monolingualism, Morphology (Languages), Nominals, Psycholinguistics, *Second Language Learning, Sociolinguistics, *Spanish Speaking Identifiers—*Language Acquisition

In this experimental study for developing a bilingual diagnostic language test, findings in English and Spanish about monolingual language acquisition were used in designing materials to investigate the bilingual language acquisition (English and Spanish) of children five to eight years old in Tucson, Arizona. Attention was focused on acquisition of the morphological systems and of noun phrases of varying degrees of length and complexity. Results indicated that both the linguistic content and the testing techniques were appropriate for children of this age, and that errors could be classified with a combination of data about native language acquisition and contrastive analysis. The research materials show that it is feasible to use psycholinguistic research techniques to study language development of bilingual children in a school setting. The subjects appear to be acquiring both English and Spanish in substantially the same way as children who are monolingual in each language. Neither language seems to be a "second" language for these subjects. (Author/DI)

ED 082 185

Roberts, William Howell

An Examination of the Contemporary American Novel as a Means of Assisting Students in Meeting the Demands of a Changing Society.

Pub Date 72

Note—192p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-11564, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Adolescents, *American Literature, English Instruction, Film Study, Humanization, *Individualism, *Literary Analysis, Minority Groups, Music, *Novels, Poetry, *Secondary Education, Secondary School Students, Social Isolation, Student Centered Curriculum, Teaching Methods, Twentieth Century Literature

This study discusses how the high school English teacher can use a study of the modern American novel to help his students function successfully in a society that often strips people of their individuality. The thrust of the study is on teaching materials, but teaching strategies and activities are also discussed. It is suggested that the study of dehumanization take place in a classroom where individualism prevails. The four parts of the study examine the protagonist who is a victim of social regimentation, the adolescent protagonist who represents truth or innocence in a society that no longer values those ideals, the minority protagonist who is victimized, and selected film, music, and contemporary poetry. Many novels are suggested for use and ten are examined in detail. (Author/DI)

ED 082 186 CS 200 610

Schwartz, Carol Suzanne Lewis

The Effect of Selected Black Poetry on Expressed Attitudes toward Blacks of Fifth and Sixth Grade White Suburban Children.

Pub Date 72

Note—141p.; Ph.D. Dissertation, Wayne State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-12594, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Caucasian Students, *Discussion (Teaching Technique), Elementary Education, Grade 5, Grade 6, Listening, *Negro Literature, Oral Expression, *Poetry, *Racial Attitudes, *Story Telling, Teaching Methods

Fifth and sixth grade suburban students in integrated classes served as subjects for this study investigating the effects of black poetry on white students' attitudes toward blacks. The listening to the poetry, the expertise of the poetry reader, and discussion after listening to the poetry were used as variables. Three hypotheses were tested to see if (1) children who listen to poetry would express less prejudice than those who heard no poetry; (2) children who listen to poetry read by a storyteller would express less prejudice than those who listened to poetry read by a teacher; and (3) children who discussed the poetry after the reading would express less prejudice than those who had no discussion. None of the hypotheses was incontrovertibly supported, though there was some inconsistent evidence to support the second hypothesis. In general, this study offers evidence that one session of poetry reading will noticeably change the scores on three tests designed to measure expressions of attitudes. (Author/DI)

ED 082 187 CS 200 611

Mertz, Maia Pank

Responses to Literature Among Adolescents, English Teachers, and College Students: A Comparative Study.

Pub Date 72

Note—191p.; Ph.D. Dissertation, University of Minnesota

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-10693, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Adolescents, Adults, *College Students, *English Education, Fiction, *Literary Discrimination, Literature Appreciation, *Short Stories, Socioeconomic Influences, Teachers

CS 200 609

This study investigated variations in the response to three short stories among adolescents, English teachers, and college students in English education. Adults' responses were correlated with variables such as teaching experience and graduate work. The study also sought to determine if there would be differences in response between high and low socioeconomic students and if context influences response. "Response" was defined according to the categories developed by Alan C. Purves in "Elements of Writing about a Literary Work: A Study of Response to Literature." Some of the findings were: (1) there were no differences in the response patterns of English teachers and college students; (2) major differences exist between the responses of adults and adolescents; (3) a higher proportion of low socioeconomic students selected the "perception" topic for all three stories while more high socioeconomic students chose the "interpretation" and "evaluation" categories. Results suggest that further study be made into the nature of literary responses, the discrepancies between teachers' stated preferences and actual responses to literature, and the influence of context and socioeconomic background. (Author/DI)

ED 082 188 CS 200 642

Maase, Eida Ocea Apel

A Model for the Instruction of Poetry Designed for Attitude Development.

Pub Date 72

Note—157p.; Ed.D. Dissertation, University of Maryland

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-9706, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Affective Objectives, *Behavioral Objectives, Educational Objectives, Educational Research, English Instruction, Learning, Literature Appreciation, *Poetry, *Secondary Education, Secondary School Students, *Student Attitudes, Teaching Methods

This study is an attempt to develop a high school poetry-teaching model designed for attitude development. The study reviewed related research and literature on objectives for teaching English and surveyed a school to determine student preferences among the poetry-teaching methods currently recommended. The model proposed includes the general goals of producing many literate, poetry-reading citizens; expanding the knowledge of individual learners; and developing behavioral objectives that stress affective domain goals. The model interrelates elements of (1) contents, (2) process and techniques, (3) facilities and equipment, and (4) evaluation of behavioral objectives and general attitude toward poetry. It is recommended that the model be tested among students exhibiting negative attitudes toward poetry, as long as the attitudes are first assessed by an instrument that can become a part of the evaluation of the model. Teachers using the model should be willing to use affective-domain behavioral objectives as a way to measure progress toward poetry appreciation. (Author/DI)

ED 082 189 CS 200 614

Harms, Jeanne McLain

Children's Responses to Fantasy in Relation to Their Stages of Intellectual Development.

Pub Date 72

Note—310p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-11496, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, *Children, *Childrens Books, *Fantasy, *Females, *Intellectual Development, Interpretive Skills, Realism, Thought Processes

Identifiers—Piaget (Jean)

Girls' responses to fantasy in children's literature as related to a conceptual framework (extrapolated from books of modern fantasy) of intellectual development (based on Piaget's theoretical formulations) were investigated. The three stages of thinking corresponded to the ages of the subjects: five year olds represented the preoperational stage, nine year olds the concrete operational stage, and seven year olds a transitional stage. Thirty girls were presented selected

tasks based on Piaget's studies and interviewed for their concepts of fantasy and realism, shifts in fantasy and realism, and concepts of causality in fantasy based on the two books read to them. Results indicated (1) there was no significant relationship between the children's responses to fantasy and other areas of intellectual development; (2) most of the responses were on the literal level of interpretation; and (3) five year olds were developing an understanding of concepts of fantasy and realism, were unable to identify shifts in fantasy and realism, and were developing an understanding of concepts of causality in fantasy, while the seven and nine year olds already understood these concepts. (Author/HOD)

ED 082 190 CS 200 621

Collins, Larry Lloyd
Language Processes and Second-Language Acquisition.

Pub Date 72
Note—163p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-10,761, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Adult Education, English (Second Language), Language Fluency, Language Research, Learning Processes, Linguistic Patterns, *Listening, *Reading, *Second Language Learning, *Speech, *Writing

A review of the literature and research concerning the language processes of listening, speaking, reading, and writing, and an analysis of the findings regarding the characteristics of these processes and their relationship to the second-language learner led to the following conclusions: (1) the circumstances under which the first language is learned cannot be replicated for second language learning; (2) first language mode of reasoning and rhetoric interferes with the same mode in second language learning; (3) the order of teaching these skills (listening, speaking, reading, and writing) is unrealistic for the adult second-language learner; (4) systematic and analytic learning is required in learning all skills; (5) practice is needed in the specific components of the language processes; (6) the grammar, phonology, and vocabulary of a given language do not necessarily have to be learned in relation to each other; (7) repetition of dialogues and patterns is no guarantee of improving language skills; (8) the learning of skills is improved by situational and visual clues; (9) reading is most likely to accrue significant benefit to the student; and (10) communication with errors is more significant for second-language learning than is fluency with a limited set of language patterns. (Author/HOD)

ED 082 191 CS 200 622

Hill, John David

An Analysis of the Writing of Elementary Children, Grades Two through Six, to Determine the Presence, Frequency of Use and Development by Grade Level of Specified Literary Devices.

Pub Date 72
Note—113p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-10,770, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Cliches, *Creative Writing, Dialogue, *Elementary Education, Elementary School Students, English, *Figurative Language, Irony, *Literary Conventions, Literary Genres, Narration, Secondary Education, Short Stories, *Writing Skills

By identifying literary devices found in adult literature and then analyzing children's writing for these same devices, it was hoped that new insight would be gained into the elements of children's writings. Five stories per grade level were selected from grades two through six from seven Memphis elementary schools. The children's stories were analyzed in terms of their structure (genre, form, narration, dialogue, and characterization) and their texture, or use of elements of figurative language (alliteration, apostrophe, hyperbole, irony, metaphor, personification, and simile). It was found that (1) at each grade level

almost all the literary devices appeared to varying degrees; (2) structural devices appeared more often than textual devices; and (3) more figurative language was used at the sixth grade level than at any other level. Among the conclusions reached were that when elements of texture are used by elementary school children, the cliché is the prototype, and there appeared to be no natural development by grade level of any of the specified literary devices. Among the recommendations was that a similar study is needed for grades seven through twelve. (Author/DI)

ED 082 192 CS 200 633

Hennings, Dorothy Grant Grant, Barbara M.
Content and Craft: Written Expression in the Elementary School.

Pub Date 73
Note—235p.

Available from—Prentice-Hall, Inc., Publishers, Englewood Cliffs, N.J. 07632 (\$7.95 cloth, \$4.95 paper)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Composition Skills (Literary), Creative Writing, *Elementary Education, *Language Arts, Language Skills, Self Expression, *Teaching Guides, *Writing Exercises, Writing Skills

Based on the assumption that, when learning to write, the child must learn to build significant idea-content to communicate and to translate ideas into written material, this book examines the content phase of writing, the craft phase of writing, and the means of effecting a merger of content with craft. The first chapter affirms the central position of ideas in both functional and imaginative writing, classifies the idea-content of writing as reflective, conceptual, projective, and expressive, and describes the thinking processes; the second chapter identifies first hand experience as a source of ideas for written expression; the third chapter proposes ideas for written expression which can be triggered by structured activities; chapter four is devoted to the many ways in which children may record ideas; the organization of written composition is the focus of chapter five; chapter six includes suggestions for helping children select and use words effectively; the seventh chapter deals with revision as a necessary part of writing; chapter eight discusses ways of merging content and craft in poetry; and the content and craft of writing prose are discussed in chapter nine. (HOD)

ED 082 193 CS 200 634

Maloney, Henry B., Ed.

Goal Making for English Teaching.

National Council of Teachers of English, Urbana, Ill.

Pub Date 73
Note—148p.
Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 02437, \$3.95 non-member, \$3.60 member)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Educational Accountability, *English Instruction, *English Programs, *Humanism, Poets, Speeches

Originally presented at a series of NCTE Spring Institutes on the topic "Behavioral Objectives/Humanistic Goals: Bridging the Gap," the papers in this monograph are divided into four sections. Section one contains personal credos on the goals of English teaching: "McNamara's Band and the Educational Edsel" by Charles Weinberger; "English Teaching: Some Humanistic Goals and a Personal Credo" by Philip Ortega; "Freedom, Dignity, and the Telic Intent" by Maxwell Goldberg; and "The Doubting Game and the Believing Game" by Peter Elbow. In section two an American behaviorist's argument in favor of behavioral objectives ("Humanism Requires Behavioral Objectives" by Lanny Morreau) is responded to by a British alumnus of the Dartmouth Conference ("Take It from—Where?" by James Britton). The two papers in section three are by poets, the practicing humanists: "By Fools Like Me" by Naomi Madgett and "Capturing 'People of the South Wind'" by William Stafford. Finally, in the last section, are the statements of speakers who confronted the basic issue of bridging the gap: "How to Love Big Brother, Live in Walden Two, and Enjoy Consciousness Three" by Alan Purves; "A Sympathetic (?) Look at Goals, Objectives, and Measurement" by Henry

Dyer; and "Behavioral Objectives and Accountability—Are We Asking the Right Questions?" by James Squire. (HOD)

ED 082 194 CS 200 635

Dale, Edgar And Others

Bibliography of Vocabulary Studies. Third Revised Edition.

Pub Date 73
Note—235p.

Available from—The Ohio State University, Publication Sales, 124 West 17th Avenue, Columbus, Ohio 43210 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Language Skills, *Reading Research, *Vocabulary, Vocabulary Development, Vocabulary Skills, Word Recognition, Word Study Skills

This bibliography is the fifth edition of a work which lists published materials and unpublished theses and dissertations in vocabulary studies. Works included span the period from 1874 through December 1972. Sixty-nine categories are classified in three broad subject areas: acquisition and development, instructional materials, and research. Within each division, titles are listed alphabetically by author. Many titles relate not only to the category under which they are listed, but also in a less direct way to several others; these related categories are indicated by marginal notations following the entries. An author index allows access to articles by a particular author which may appear in different categories. Items appearing without a given author are listed at the end of the author index. (DI)

ED 082 195 CS 200 636

Parker, Robert P., Jr. Daly, Maxine E.

Teaching English in the Secondary School.

Pub Date 73
Note—224p.

Available from—The Free Press, A Div. of Macmillan Publishing Co., Inc., 865 Fifth Ave., New York, N.Y. 10022 (\$4.95 paper)

Document Not Available from EDRS.

Descriptors—Composition (Literary), Drama, *English Instruction, Film Study, Linguistics, Literature, *Secondary Grades, *Teaching Guides, Urban Education

An abundance of specific material useful to teachers of English in all types of high schools is presented in this book. Topics such as drama, media, linguistics, literature, and composition are discussed in the following chapters: (1) "Young People and Their Environment," (2) "The Nature of English: Toward a Developmental View," (3) "Making Teaching More Student-Centered," (4) "Planning for English Work," (5) "Working with Language," (6) "Film in the English Classroom," and (7) "Staying Alive in the Classroom." Suggestions for classroom activities, sample lesson plans, and bibliographies are provided with most of the chapters. The content of the book is applicable to all students though much discussion is given to the "intellectually impoverished and the academically unmotivated." (HOD)

ED 082 196 CS 200 637

Labov, William

Language in the Inner City: Studies in the Black English Vernacular.

Pub Date 72
Note—412p.

Available from—University of Pennsylvania Press Inc., 3933 Walnut Street, Philadelphia, Pa. 19104 (\$6.95 paper)

Document Not Available from EDRS.

Descriptors—Dialect Studies, Language Handicaps, *Language Patterns, *Language Research, *Language Role, *Negro Culture, Negro Dialects, *Reading, Sociolinguistics, Verbal Communication

Reported here is the work of two linguists, William Labov and Paul Cohen, and of two black researchers who know the culture of the inner city, Clarence Robins and John Lewis. Together they explore certain aspects of Black English vernacular (BEV) and certain political and cultural aspects of the black community. Part I (chapters 1-4) deals with the grammar and the sound system of BEV, especially the area where the two systems interact. Part 2 (chapters 5-7) examines the vernacular in its social setting, looking directly at the relations between the social system and the vernacular culture. Part 3 (chapters 8-9)

contains two studies of the vernacular culture itself—the institution of ritual insults and personal narrative. (HOD)

ED 082 197 CS 200 639

Knudson, Richard L., Ed.

Experimentation and Innovation in the Language Arts, K-16.

New York State English Council.

Pub Date 73

Note—120p.

Journal Cit—English Record; v23 n4 p3-122 Summer 1973

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—African American Studies, Career Education, *Composition (Literary), *Educational Innovation, English Education, *English Instruction, English Programs, Film Study, *Language Arts, *Literature, Open Education, Teacher Certification

Focusing on innovation and experimentation in the language arts, K-16, the articles in this volume of "The English Record" include: "Meeting Our Enemies: Career Education and the Humanities" by S. P. Marland, Jr.; "Hope for Research in English Education" by James Squire; "New York State and Certification by Competency" by Vincent Gazetta; "English Without Walls" by Bruce Crawford; "Retraining to Teach English Mini Courses" by Robert Leonard; "New English: From Theory to Practice by Patrick Courts; "The Question of Black Studies—An Analysis" by Louis Osti; "The Film Course That Died" by Kenneth McCluskey; "Ten Questions Most Often Asked of 'Foxfire'" by B. Eliot Wigginton; "A No-Red-Pencil Composition Program" by Elizabeth Acheson; "Push It Around and Think About It" by James Symula; "Using the Open Concept in Freshman English" by Nancy Sandberg; "The Literary Response Process of College Students" by Richard Beach; "Everything You Always Wanted to Know About Having a Poet in the School but Didn't Know Who to Ask" by Myra Klahr; and "An ER-IC/RCS Review on Teaching Shakespeare" by Daniel Dieterich. (HOD)

ED 082 198 CS 200 669

Unipacs: A Language Arts Curriculum Theory, Abstractions, Statements in Context, and Language Change; And Instructional Packets: Symbol-Referent, Denotation and Connotation, Appropriateness, Dialect, Occasion, and Form and Media.

Madison Public Schools, Wis.

Pub Date [72]

Note—214p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Communication (Thought Transfer), Communication Skills, *Curriculum Design, Diachronic Linguistics, Dialects, Discourse Analysis, *Elementary Education, Instructional Aids, Intercommunication, *Language Arts, Mutual Intelligibility, Semantics, *Sociolinguistics

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Based on the belief that the most appropriate focus of a language arts curriculum is the process and content of communication, these several unipacs (instructional packets) explore some essential elements of communication which should be incorporated into a curricular theory: (1) abstraction, which is the assertion that words may be classified as relatively abstract or concrete; (2) statements in context—reports, inferences, and judgments; (3) symbols (words) and referents; (4) denotative and connotative meaning; (5) the appropriateness of communication, which can affect the effectiveness of a message; (6) language change as a result of time, geography, and culture; (7) dialects, which show variation in pronunciation, vocabulary, and syntax; and (8) form and media—form being the physical and literary framework in which a message appears and media representing the carrier of a message from sender to receiver. Activities and situations are presented in each instructional packet to help conceptualize the various communicative elements. (HOD)

ED 082 199 CS 200 681

Mullen, Dana

Fluency First: Instructor Training Course.

Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date 72

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Literacy, *American Indians, *Course Descriptions, Course Objectives, *English (Second Language), Ethnic Groups, Instructional Materials, *Oral English, Teaching Methods, *Teaching Techniques

The purpose of this instructor training course manual is to prepare people to be effective instructors of oral English as a second language to illiterate adults of Indian ancestry who are taking, or preparing to take, a basic literacy course. The contents include: "Introduction," which looks at program objectives, a model of the course, terminal behaviors, and instructional objectives; (2) "Outline Notes for Proposed Topics," which discusses the nature of language, traditional Indian culture, the sound system of English, adult learners, what grammar is, learning a language, TESL, sentence patterns, English sounds, dialogue teaching, visual materials, informal oral language activities, comprehension activities, and evaluating students' progress; (3) "Learning Activities" which lists specific activities for the student to complete; (4) "List of References for Learning Activities," which contains the suggested materials to be used with the learning activities; (5) "Work Cards," which are specific learning activities to be completed by the student; (6) "Equipment for the Instructor's Course," which lists the equipment the instructor will need; and (7) "Practical Placement Instrument," which discusses decisions the instructor needs to make, rating oral language, and student interviews. (WR)

ED 082 200 CS 200 684

Anglo-American Seminar on the Teaching and Learning of English: Agenda (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); and Miscellaneous Papers: Freshman English, English in English Departments of English Universities, Some Technical Terms; and The Breadth and Depth of English in the United States.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—93p; For text of the working papers see CS 200 685-CS 200 700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Freshmen, Conference Reports, Definitions, English Departments, *English Instruction, Language Standardization, Sociolinguistics, Tutorial Programs

Identifiers—*Dartmouth Seminar on the Teaching of English

The Anglo-American Conference held at Dartmouth College in the summer of 1966, was designed to improve the teaching of English and the cooperation between scholars and teachers in Great Britain, Canada, and the United States. Major issues in English education were identified in advance of the conference. Papers on these topics were discussed at an early plenary session and then referred for further consideration to a working party. This agenda contains: a daily calendar of seminar events; working party and study group assignments; names, addresses, and biographies of participants and staff; and a guide to the community of Hanover and points of interest in New England. Miscellaneous papers are included. "Freshman English" discusses and evaluates a tutorial method of teaching Freshman English at Berkeley. "English in English Departments of English Universities" discusses functions and goals of English departments. "Some Technical Terms" defines educational terminology used in the United States and England. "Breadth and Depth of English in the United States" discusses substratum sociolinguistic phenomena that may remain after as widespread and rapid Anglicization as has taken place in the United States. (LL)

ED 082 201 CS 200 685

Kitzhaber, Albert R., And Others

What Is English, Working Party Paper No. 1; Response, Report to the Seminar, and Supporting Papers One through Six.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—100p; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover,

New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS 200 684, CS 200 686-200 700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Skills, Composition (Literary), Conference Reports, *Educational Theories, *English, *English Curriculum, English Education, *English Instruction, *English Programs, Language, Literature

Identifiers—*Dartmouth Seminar on the Teaching of English

In his paper addressing the question, "What is English?" Albert Kitzhaber suggests that English is a body of knowledge called grammar, and a body of knowledge called literature, with the skills of communication as a unifying element. James Britton responds to Kitzhaber's paper and suggests that what needs to be asked is, first, "What is the function of the mother tongue in learning?" and second, "What ought English teachers to be doing?" A response is then made to Britton's paper, and it is suggested, first, that the English teacher should engage pupils in activities which enable pupils through language to represent internally those experiences which are of moment to them, and to improve their mastery of the language. Secondly, English should be viewed as the objective study of language and as a medium in the study of other subjects. The remaining papers explore process, knowledge, and the English program; language as an intellectual study; what is teachable in composition and how (response is also provided); bifurcation or continuity in English programs; exclusion and inclusion of subjects in English programs; and child-centered curricula. (HOD)

ED 082 202 CS 200 686

Whitehead, Frank, And Others

What Is "Continuity" in English Teaching? Working Party Paper No. 2; Response; Plenary Session; Report; Record of Group Discussion; and Supporting Papers.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—88p; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS 200684; CS200685, CS200687-200700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, Conference Reports, Curriculum Development, Elementary Education, *English Instruction, *Language Development, *Language Instruction, Language Patterns, Language Programs, *Language Research, Secondary Education, Teacher Role

Identifiers—*Dartmouth Seminar on the Teaching of English

Children's language abilities develop in a predetermined order, one stage necessarily preceding the next. The rate of this development remains relatively the same for physiologically normal human beings. Through research it is becoming possible to identify critical periods in linguistic development. Teachers could utilize and exploit these growth rhythms by presenting language concepts that the student would be susceptible to at a particular time. Research results support not a preplanned program of instruction, but a flexible teaching strategy in which the teacher uses his knowledge of the developmental sequences to urge students along in the directions in which growth has been indicated. The main role of the teacher would be to provide occasions for pupils to use their developing language in ways which are appropriate to their level of maturity. Literature curricula should also correspond to levels of student language maturity in terms of dominant themes. The study group's responses, prompted by Whitehead's paper, are included. (LL)

ED 082 203 CS 200 687

Douglas, Wallace W., And Others

English: One Road or Many? Some Historical Reflections, Working Party Paper No. 3; Foreword, Report, Appendixes, and Supporting Papers.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill.

Pub Date Sep 66

Note—94p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS 200 684-86, and CS 200 688-200 700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Grouping, Conference Reports, Educational History, Elementary Education, English Curriculum, *English Instruction, *Grouping (Instructional Purposes), *Homogeneous Grouping, Secondary Education, *Student Grouping, Student Needs
Identifiers—*Dartmouth Seminar on the Teaching of English

This paper traces the origins of educational tracking, streaming, or grouping to the period between the report of the Committee of Ten in 1894 and the publication of the Cardinal Principles of Education in 1918. The analysis of grouping, in its origin and in its consequences for students, concludes that its effect on the subject of English has been catastrophic, its need is unproved, and its principles are of dubious character. While it is not suggested that grouping be dropped from the English curriculum, it is suggested that the subject of grouping receive careful analysis by English educators and researchers alike in order to determine whether it is a fitting response to student needs, backgrounds, and interests. A group statement, "Aims in English," demonstrates that the purposes of English instruction are at odds with the grouping process. Also included is a section on "Improvement and How to Achieve It." Appendices cover such subjects as whether the objectives of the English courses should be the same for all students, including those who are college bound; the English room as workshop; an inductive approach to English language teaching; and the segregation of students on the basis of merit. (DD)

ED 082 204

CS 200 688

Thompson, Denys. And Others

Knowledge and Proficiency in English, Working Party Paper No. 4; The Teaching of English and The General Development of Children; The Aims of Teaching English; Language and Environment Considered in Relation to Knowledge and Proficiency; Literature and Values; School Facilities for the Teaching of English.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—45p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS200684-87, and CS200689-200700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, *Communication Skills, Conference Reports, Educational Innovation, *English Instruction, *Language Arts, *Language Development, Listening Skills, Literature Appreciation, Reading, Reading Skills, Speaking, Speech Skills, Teaching Models, Writing, Writing Skills
Identifiers—*Dartmouth Seminar on the Teaching of English

The conception of English as something socially learned and of central importance to the development of the individual has obvious implications for the teacher who hopes to develop in his pupils good speaking, writing, listening, and reading. The teacher must cooperate with the child's growth by providing a climate for maturation, an enriching of the child's environment by exposing him to new and wide-ranging experiences, both actual and literary at the primary levels, and principally through literature at the more advanced levels. A consideration of the teaching of English in each of its three aspects—speaking, writing, and reading—completes the first paper. The topics of the remaining five papers are the teaching of English and the general development of children, the aims of teaching English, language and environment considered in relation to knowledge and proficiency, literature and values, and school facilities for the teaching of English. (TO)

ED 082 205

CS 200 689

Markwardt, Albert H. And Others

Standards and Attitudes, Working Party Paper No. 5; Response, Record of Group Discussion; Papers of Working Party V and Study Groups VIII—Language; Miscellaneous Paper: Social Class, Linguistic Codes and Grammatical Elements; And Final Statements.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—114p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS 200 684-688 and CS 200 690-700

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, *English Instruction, *Grammar, *Language Instruction, Language Standardization, Language Usage, *Linguistics, Social Dialects, *Standard Spoken Usage, Teacher Attitudes, Teaching Methods
Identifiers—*Dartmouth Seminar on the Teaching of English

The question of standards of language and attitudes toward language is discussed in this set of conference papers. In the initial paper, a short review of language teaching practices in the United States since 1900 is presented. At that time, both grammar texts and books on language written for the general public displayed a rigid and unyielding attitude toward grammar, while most philologists and linguists tried to demonstrate the concept that a single monolithic standard of good English was untenable in theory and not in accord with fact. It is this dichotomy and attempts to resolve it that provide the topics pursued in the subsequent papers: suggested definitions of linguistics; native speakers; standard English and the schools; standards and attitudes; explicit teaching of language concepts; implicit and explicit teaching of the English language; linguistics for the English teacher; social class, linguistic codes, and grammatical elements; and a statement on teaching language. (TO)

ED 082 206

CS 200 690

Lohan, Walter. And Others

The Spoken Word and the Integrity of English Instruction, Study Group Paper No. 1; and the Role of the Spoken Word.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—23p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS200684-689 and CS200691-200700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *English Instruction, *Language Development, Language Role, *Language Styles, *Oral English, Oral Expression, *Speech Instruction
Identifiers—*Dartmouth Seminar on the Teaching of English

In response to a study group concerned with the spoken word and the integrity of English instruction, Walter Lohan traces speech and its development, examines oral language proficiency, discusses one study of oral language, discusses language and social class and language and learning, and concludes by commenting on the neglect speech instruction suffers in education. The second paper concurs with Lohan's concern over speech instruction and urges an approach to oral language instruction which emphasizes situations relating the sequence in language to the developmental needs of the child. The concern is with the danger that self-consciousness in the use of speech (the basis of confident expression and behavior) may be adversely affected if the planned procedure for speech instruction is introduced prematurely or is handled in an awkward and mechanical fashion. (HOD)

ED 082 207

CS 200 691

Barnes, Douglas. And Others

Drama in English Teaching, Study Group Paper No. 2; Some Practical Considerations; Drama as

Threat; From Dialogue to Other Forms of Discourse; About Drama and Composition; Report of Study Groups; Drama in Primary School; Drama Syllabus for Secondary School; and Drama: What is Happening.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—110p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS200684-690 and CS200692-200700

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Composition (Literary), Conference Reports, *Creative Dramatics, Curriculum Guides, *Drama, *Dramatics, Educational Innovation, *English Instruction, Oral English, Primary Grades, Secondary Education, *Teaching Techniques
Identifiers—*Dartmouth Seminar on the Teaching of English

The primary purpose of these papers is to place drama and dramatic experiences within an overall conception of the activities of the English classroom. The initial paper discusses the English lesson as helping pupils to use their native language to deal with individual and group experiences. Drama, seen as part of the classroom use of oral language, may arise from a topic proposed by the teacher, a shared experience, or a work of literature. Drama, however, differs from other classroom talk in three ways: (1) movement and gesture play a larger part in the expression of meaning; (2) a group working together on an improvisation needs more deliberately and consciously to collaborate; and (3) the narrative framework allows for repetition and provides a unity that enables the action more easily to take on symbolic status. Subsequent papers in the set are titled: "Some Practical Considerations," "Drama as Threat," "From Dialogue to Other Forms of Discourse," "About Drama and Composition," "Drama in Education," "Drama," "Drama in Primary School," and "Drama Syllabus for the Secondary School." A preliminary version of a chapter on teaching discourse by dramatic methods, "Drama: What is Happening" by James Moffett, concludes the set. (TO)

ED 082 208

CS 200 692

Holbrook, David. And Others

Creativity in the English Program, Study Group Paper No. 3; Caveat from One Who's Been Away for a Week; Final Statement; Suggested Inservice Course for Teachers; Examples of Useful "Creative" Lessons; and Examples of Materials from Student-Centered Anthologies.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—56p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS200684-691 and CS200693-200700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aesthetic Education, Art Expression, Conference Reports, *Creative Activities, Creative Expression, *Creative Writing, *Creativity Research, English Curriculum, *English Instruction, English Programs, Imagination, Self Expression, Symbolism
Identifiers—*Dartmouth Seminar on the Teaching of English

This paper asserts the central function of creativity as a basis of approach to English teaching as an art. Creative writing is discussed as one attempt to discover, release, and enrich the potentialities of being and to give order and structure to the inner world of the child. In order to develop creativity in children, teachers are encouraged to: become aware of how children's inner problems are symbolized; understand literature and art, in terms of symbolic meaning; and experience creative exploration themselves. Effective response to creative writing is discussed. Appendix A lists books on creative writing and on the nature of children and their inward developments. Appendix B suggests equipment

and practical points for approaching creative writing, such as class size and structure and various activities designed to elicit initial responsiveness. Commenting papers on the nature and concept of creativity, a final statement on Holbrook's paper, and a proposal for an in-service course for teachers on creativity are included. (LL)

ED 082 209 CS 200 693

Wilt, Miriam E. And Others

How Does a Child Learn English? Study Group Paper No. 4; and Study Group Supporting Papers I, II, and III.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—24p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS200684-692 and CS200694-200700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, Conference Reports, Dialects, Elementary Education, *English Instruction, *Language Development, *Language Enrichment, Reading, Secondary Education, *Teacher Responsibility

Identifiers—*Dartmouth Seminar on the Teaching of English

Originating from a study group at the Dartmouth Seminar entitled "How Does a Child Learn English?" these four papers agree that all psychologically normal children come to school already highly proficient in operating a wide range of language structure. The first paper synthesizes some theories regarding language acquisition and discusses the role of the teacher in fostering the child's growth in language. The second paper concerns itself with the role of reading, especially in the secondary school curriculum where it is urged that all language activities be seen as reinforcing each other. The third paper voices a concern for the misunderstanding of language observed in the educational process and suggests that the vicious circle can only be broken by introducing into initial and inservice teacher training a strong component of corpus-based linguistic study of a fundamental kind. The fourth paper discusses the role of the school in building upon the preschool language experience of children. (HOD)

ED 082 210 CS 200 694

Britton, James And Others

Response to Literature, Study Group Paper No. 5; Appendixes I through V; Working Party No. 5 Papers; and Miscellaneous Paper: Literature and the Moral Imagination.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—52p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS200684-693 and CS200695-200700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Critical Reading, Educational Objectives, *Elementary Education, English Education, English Instruction, Imagery, Individualized Reading, *Literary Analysis, *Literary Discrimination, *Literature, Reading, Secondary Education, Student Reaction

Identifiers—*Dartmouth Seminar on the Teaching of English

The aim of English teachers should be to refine and develop responses of children to literature. Development is defined as an increasing sense of form. In literature this relates to a sense of the patterns of events, a sense which increases as one's frame of reference of reality grows with experience. Children must be encouraged to trust their responses to literature and not rely solely on critics and teachers for their opinions. A means of improving response is to encourage individual reading in order to further literary experience. Included are study groups' discussions prompted by Britton's paper. The discussions deal with "Adolescence in Relation to Literature," "Modes of Approaching Literature in the Classroom," "Cultural Heritage," "The Emergence of Responses to Literature," "The Study of Literature," and "Response to Literature." "Literature and the Moral Imagination" argues that imaginative experience parallels the nature of real experience and in this way solicits moral imagination. Treatment of the moral imagination in the study of literature is discussed. (LL)

Cultural Heritage," "The Emergence of Responses to Literature," "The Study of Literature," and "Response to Literature." "Literature and the Moral Imagination" argues that imaginative experience parallels the nature of real experience and in this way solicits moral imagination. Treatment of the moral imagination in the study of literature is discussed. (LL)

ED 082 211 CS 200 695

Lavin, Albert L. And Others

Some Meanings and Uses of Myth; Study Group Paper No. 6; On Myths and Translation; and Appendixes I through VII.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—45p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS200684-694 and CS200696-200700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Elementary Education, *English Curriculum, English Education, *English Instruction, English Programs, Literary Criticism, *Literature, *Mythic Criticism, *Mythology, Secondary Education, Symbols (Literary), Translation

Identifiers—*Dartmouth Seminar on the Teaching of English

The primary purpose of this article is to clarify the place of myth in literature and the English curriculum. Conceived of as symbolic form, myth underpins all human expression, as a way of organizing human response to reality. It holds a central place in literature and can make clear the intimate connections between history and literature because its larger pattern reveals the constant interplay between social mythology and timeless archetypes. It is the task of the English teacher to enable students to identify and utilize myths in their own thinking, reading, and writing through the use of exercises and readings involving exploration and identification of myths. Seven appendixes prepared by the study group on myth are included and address themselves to such issues as how the study of myth might affect teaching style, training in myth criticism, effects of translation on cultural myths, modern psychoanalytic approach to myth, problems in modern readings of myth, and accountability of education for social myths. (LL)

ED 082 212 CS 200 696

Grommon, Alfred H. Markle, Susan Meyer

What Uses Can Be Made of Technological Innovations in English Classes, Study Group Paper No. 7; and Plenary Session.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—25p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS200684-695 and CS200697-200700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, Conference Reports, Curriculum Development, Educational Innovation, *Educational Technology, *English Instruction, *Instructional Technology, Programmed Instruction, Teacher Responsibility, *Teacher Role, *Technological Advancement

Identifiers—*Dartmouth Seminar on the Teaching of English

Originally presented at the 1966 Dartmouth Seminar, these two papers address the question, "What use can be made of technological innovations in English classes?" Alfred H. Grommon suggests that technological aids are here to stay. What the teacher should remember is that technological innovations cannot create, but they can transmit a wealth of ideas, procedures, information, and skills to thousands of other students. The teacher, on the other hand, is left free to lead students into a consideration of what is possible, the "why" aspect of man, to lead them to the distinction between convergent and divergent thinking, to a discussion of the nuances of

oral and written expression and literature, to an exploration of the open-ended questions and ambiguities in literature, and to lead them to discover for themselves, to speak more effectively, and to communicate with people. Susan Markle comments on the wealth of materials resulting from technological innovations and urges teachers to exert some influence on the quality of these materials so that students will not come to class filled with misinformation. (HOD)

ED 082 213 CS 200 697

Sinclair, John M.

Linguistics and the Teaching of English, Study Group Paper No. 8.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—14p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS200684-696 and CS200698-200700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *English Instruction, Linguistic Competence, Linguistic Patterns, *Linguistic Theory, *Teacher Background, *Teacher Responsibility

Identifiers—*Dartmouth Seminar on the Teaching of English

The minimum linguistic competence required of an English teacher must be sufficient knowledge to assess continuously the role of direct teaching of linguistics in the classroom; to express, directly or not, views about the nature of language and the structure of English which accord with the best scholarship available; and to counterbalance the effects of his own learning of English and guarantee the native speaker that the linguistic apparatus which will be used on or near him will be as self-consistent and comprehensive as possible. The linguistic theory which best suits the English teacher is one which fits our intuitions and knowledge of the internalized theory of native speakers; has a strong developmental aspect; is truly comprehensive in the corpus it can describe and in the distinctions it can make during description; makes possible descriptions which are internally divided and isolating and in which close contact is always maintained between abstract categories and texts; and contains a pragmatic component which allows useful discussion of style, correctness, and acceptability. (HOD)

ED 082 214 CS 200 698

Allen, George Cameron Purves, Alan

The Impact of External Examinations on the Teaching of English, Study Group Paper No. 9; and Plenary Session.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—28p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS200684-697 and CS200699-200700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Entrance Examinations, Conference Reports, *English Instruction, Group Tests, Language, Literature, *Standardized Tests, Testing, *Test Reviews, *Tests

Identifiers—*Dartmouth Seminar on the Teaching of English

External testing (public tests) is examined from a British point of view by George Cameron Allen and then responded to by an American. Allen discusses the history of external examinations in Britain, paying particular attention to the General Certificate of Education (GCE) examinations and the dichotomy that exists between language and literature portions of the test. Most students who are college bound are "done with English" at the age of sixteen; only those who specialize in English go on to higher level English tests focusing on literature, at the university level. In response to this traditional form of testing, the British reexamined their test forms, which resulted in an alternate-choice test, the Certificate of Secondary Education (CSE), which pays particular attention to the individual student, more closely relates lan-

guage and literature, and provides an oral examination which the GCE ignored. The American paper responds by commenting on the College Entrance Examination Boards, noting the attention paid to vocabulary and multiple-choice items. Advantages and disadvantages of the Advance Placement English and the Graduate Record Examination in English are considered. The author concludes by suggesting that a profile of the student's writing may tell a great deal more than a straight examination. (HOD)

ED 082 215 CS 200 699
Parker, Harley W.

Through the Vanishing Point, Study Group Paper No. 10.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—14p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS200684-698 and CS200700

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aesthetic Education, *Art, Auditory Perception, Conference Reports, *Educational Attitudes, Educational Change, English Education, *English Instruction, Haptic Perception, *Learning Modalities, *Literature, Tactile Perception, Technological Advancement, Visual Perception

Identifiers—*Dartmouth Seminar on the Teaching of English

Under the impact of electronic immediacy the world is being reorganized in sensory terms toward the primacy of the audile-tactile. In the educational system, emphasis remains on traditional methods of logical (visual) and sequential learning. The effect on literature is an increased interest in the spoken, as opposed to the written word. Through the arts, the sensory ordering of cultures can be determined. Examples from art and literature are compared to illuminate the area of sensory modalities that are encountered in writing and painting. Comparisons are drawn between works of such artists and writers as: Gandhara and Yeats, the Limbourg Limner and Shakespeare, Bosch and Kafka, Ben Jonson and Bruegel, and Munch and Eliot. (LL)

ED 082 216 CS 200 700

Gronman, Alfred And Others

Dartmouth Miscellaneous Papers: The Education of Teachers of English, English with the "Disadvantaged," and The Elements of Writing about Literature.

Modern Language Association of America, New York, N.Y.; National Association for the Teaching of English (England); National Council of Teachers of English, Champaign, Ill. Pub Date Sep 66

Note—81p.; Working papers of the Anglo-American Seminar on the Teaching and Learning of English (Dartmouth College, Hanover, New Hampshire, Aug. 20-Sept. 16, 1966); For related documents see CS 200 684 through CS 200 699

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Disadvantaged Youth, Educational Research, *English Education, *English Instruction, Literary Criticism, Teacher Education, Teacher Education Curriculum, Technological Advancement

Identifiers—*Dartmouth Seminar on the Teaching of English

Grouped together are four miscellaneous papers from the 1966 Dartmouth Seminar. The first by Alfred Gronman addresses the education of teachers of English, commenting on the current status of teachers and putting forth some proposals which reflect the changes in attitudes toward teacher education programs and a recognition of the social, professional, and educational context in which such teacher education must occur. The second paper comments on educational research, suggesting that with the impact of research and development arising out of research, there is likely to be a more rapid shift from the personal to the technical approach to teaching. The third paper considers teaching the disadvantaged child and comments on a creative teaching approach based on recognizing the need to give disadvantaged children that minimum of

practical literacy which a sophisticated society demands. The last paper by Alan Purves discusses writing about literature (literary criticism) and the elements of writing that an individual must combine in any number of ways to fashion an essay. (HOD)

ED 082 217 CS 200 701

Winkeljohann, Sister Rosemary, Ed.

Recommended English Language Arts Curriculum Guides K-12 and Criteria for Planning and Evaluation, 1973.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency—National Nutrition Education Clearing House, Berkeley, Calif.

Pub Date Nov 73

Contract—OEC-0-72-4636

Note—33p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 00340), \$0.75 non-member, \$0.65 member

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Curriculum Guides, Elementary Education, *English Curriculum, English Instruction, *Evaluation Criteria, Program Descriptions, *Program Development, Secondary Education

The first part of this two-part document is an annotated list of recommended guides for the benefit of schools and agencies that are developing curricula and writing guides for language arts. Its purpose is to publicize good curriculum planning and guide writing in order to provide models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The list is a selection of guides reviewed and recommended by the Committee on Curriculum Bulletins of the National Council of Teachers of English (NCTE). The second part contains planning and evaluation criteria, applicable to various content emphases within the field of English-language studies. It was established by the NCTE Committee for the following purposes: (1) to provide a tool with which to evaluate the curriculum guides, and (2) to help schools and other educational agencies develop and evaluate curricula designed to guide language arts teachers. (LL)

ED 082 218 CS 200 702

Meyer, Bonnie J. F.

Identifying Variables in Prose.

Pub Date May 73

Note—12p.; Paper presented at the Annual Meeting of the Eastern Psychological Assn. (44th, Washington, D. C., May 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Componential Analysis, *Content Analysis, Educational Research, *Learning Processes, Linguistics, *Memory, *Prose, Semantics, *Structural Analysis

Identifiers—*Content Structure
This paper identifies and describes three distinct variables on which prose passages can differ, from a linguistic point of view. Each of these variables relates to the way in which the content of prose is organized to convey meaning to the reader. The first variable is the position of information in a structure representing a passage's organization. The second variable deals with the pattern of organization of a passage. The third deals with the amount of signaling given by the author to help the reader use the passage's organization. It is suggested that these three variables, which tap different aspects of the organization of information in prose, will be valuable tools for investigating how people learn and remember information from prose. (LL)

ED 082 219 CS 200 703

Zima, William J. And Others

A Design for a Basic News Report Course.

Pub Date Aug 73

Note—37p.; Paper presented at the Annual Meeting of the Association for Education on Journalism (Fort Collins, Colo., Aug. 19-22, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Content, *Course Objectives, Higher Education, Information Dissemination, *Journalism, *News Media, Professional Training, Teaching Techniques, Undergraduate Study, Writing

The authors of this report were responsible for developing a new course in basic news reporting

at the University of Iowa. In the report they discuss a breakdown of the news gathering process and the conceptual plan that resulted from the breakdown, teaching objectives and strategies, and specific methods used to implement the strategies. Students were given assignments based on the authors' conception of the process of news reporting: (1) identifying information sources; (2) contacting sources; (3) eliciting information from them; (4) processing the information into print or broadcast media; and (5) exposing the information to the general public. (RN)

ED 082 220 CS 200 706

Fitzgerald, Bonnie

Bibliography of Literature and Cross-Culture Values.

National Council of Teachers of English, Urbana, Ill. Conference for Secondary School English Dept. Chairmen.

Pub Date 73

Note—17p.; Prepared for the Utah Council of Teachers of English Spring Conference

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescent Literature, African Culture, American Indian Culture, *Annotated Bibliographies, *Childrens Books, Chinese, Japanese, Mexican Americans, *Minority Groups, Negro Culture, Spanish Americans

Prepared by a young people's librarian, this annotated bibliography of 103 citations on minority groups is divided into the following sections: Black Fiction, Black Biography, Black Informational, Black Poetry, African Folktales, Indian Fiction, Indian Informational, Chinese Folktales, Indian Poetry, Indian Legends, Oriental Poetry, Oriental Fiction, Spanish Folktales, Chicano Music, Chicano Fiction, and Chicano Informational. Age level is provided after each annotation. (HOD)

ED 082 221 CS 200 707

Knudson, Jerry W.

The Inter American Press Association as Champion of Press Freedom: Reality or Rhetoric? The Bolivian Experience, 1952-1973.

Pub Date Aug 73

Note—20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ft. Collins, Colo., August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Censorship, *Communication (Thought Transfer), *Dissent, Freedom of Speech, *Journalism, *News Media, Political Attitudes, Social Action
Identifiers—Bolivia, *Inter American Press Association

Each year a committee on freedom of the press, established in 1946 by the Inter American Press Association (IAPA), exposes those countries which it feels do not have freedom of the press. In 1952 Bolivia underwent a social and economic revolution. As a result, angry mobs forced the closure of the two newspapers with the largest circulation in Bolivia—"La Razon" and "Los Tiempos"—when the new regime refused to provide police protection. Although the revolutionary government gave Bolivia political stability and social reform, this record was marred by twelve years of blacklisting by the IAPA. The Bolivian experience is representative of the misuse of censorship power by the IAPA to foster its own political ends. Bolivian authorities disputed claims of the IAPA on the grounds that the organization was composed of entrepreneurs and that a proper investigation had not been conducted. In the case of "Los Tiempos," the exiled publisher Canelas himself was a member of the committee. (EE)

ED 082 222 CS 200 708

Dary, David A.

A Survey of Broadcast Journalism Education.

Pub Date Aug 73

Note—13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Ft. Collins, Colo., Aug. 19-22, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Broadcast Industry, Courses, Educational Attitudes, Higher Education, *Journalism, News Media, *Professional Personnel, Questionnaires, *Radio, Surveys, *Teacher Attitudes, *Television
Identifiers—*Broadcast Journalism

A survey of the membership of the radio-television division of the Association for Education in

Journalism revealed professional and academic backgrounds, broadcast industry affiliations, and attitudes toward broadcast education and the news media. Of those responding to questionnaires, almost all were teachers in higher education who had had about seven years of broadcast news experience during their careers. The "typical" respondent was male, 37 years of age, a full-time teacher with earlier broadcast work experience, and one who believes that television news, especially CBS evening news with Walter Cronkite, is doing a "good job" as compared to radio. This "composite" respondent considers his teaching role as primary in importance and research or service to the profession as secondary. He also is able, for the most part, to use actual broadcast facilities within the content of his academic courses. (CH)

ED 082 223 CS 200 709

Rashkis, Zora, Ed.

Bibliography on the American Indian.

National Council of Teachers of English, Urbana, Ill. Conference for Secondary School English Dept. Chairmen.
Pub Date 73

Note—13p.; Prepared by the grade 9 students of Culbreth School, Chapel Hill, North Carolina
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *American Indians, *Bibliographies, Booklists, *Grade 9, Instructional Aids, *Student Developed Materials

This bibliography on the American Indian was compiled and used by a group of ninth grade students at Culbreth School in Chapel Hill, North Carolina, as a result of their working on an exchange with a group of Indian students from nearby towns. The purpose was to provide the ninth graders with a better understanding of the background of the Indian students. Sections cover books, magazines and newspapers (entire Indian magazines and newspaper articles), pamphlets, audiovisual materials (records, filmstrips, and films on Indians), and places where one can send for more information. (HOD)

ED 082 224 CS 200 710

Lazarus, Arnold Smith, H. Wendell

A Glossary of Literature and Composition. Part I of "Modern English." Revised.

Pub Date 73

Note—343p.

Available from—The Universal Library, Grosset & Dunlap, 51 Madison Ave., New York, N.Y. 10010 (\$3.95 paper)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), *English, *Glossaries, *Language, Literary Criticism, *Literature, Rhetoric

Users of this glossary will find it an index to and a summary of concepts that writers, critics, and scholars have used to describe and discuss the English language and its literature. Concentration is given to literature (including criticism), rhetorical theory, and composition. The articles in the glossary are to be considered adjuncts to, not substitutes for, deeper study of the concepts defined and illustrated. In addition, many of the major articles conclude with selected bibliographies. Emphasis is given to the contemporary without overlooking the traditions in language and literature that remain valid. (HOD)

ED 082 225 CS 200 711

Atkin, Charles K. And Others

The Role of the Campus Newspapers in the New Youth Vote.

Michigan State Univ., East Lansing. Dept. of Communication.

Pub Date Aug 73

Note—12p.; Paper presented at the Annual Meeting of the Association for Education in Journalism Conference (Fort Collins, Colorado, August, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Elections, Journalism, Mass Media, *Newspapers, Political Attitudes, *Political Issues, School Community Relationship, School Newspapers, School Surveys, Student Behavior, Student Opinion, *Student Publications, *Voting, *Youth

The impact of the student newspaper at Michigan State University on the decision making of student voters was assessed by studying the findings of telephone interviews conducted during the 1971 local East Lansing (Michigan) City

Council campaign, one of the first elections in which 18 year olds could vote, and the findings of a similar investigation which focused on the 1972 presidential primary in Michigan, where students were voting on national candidates. In the city council election, students were more heavily exposed to the campus "daily" than to other mass media of interpersonal sources, and the influence was effective. The newspaper was an important force in stimulating students to register to vote. However, in the national election, surveys showed that the news paper's endorsement of one candidate did not influence the attitudes of the students. It was concluded that the campus newspaper may play an important role in student voting in new and uncertain elections but is of much less importance in national political issues and candidate choice. (EE)

ED 082 226 CS 200 712

Weaver, Katherine

English: Macbeth. Career Curriculum Project.

Sahuarita High School District 130, Ariz.

Pub Date [72]

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Guides, Drama, *English Instruction, English Literature, Individualized Instruction, Instructional Materials, Multimedia Instruction, Programed Instruction, Programed Materials, Renaissance Literature, Secondary School Students, *Workbooks

Identifiers—*Macbeth

This programed unit on "Macbeth" is intended for all high school students, not just those who are college bound. Its purpose is to provide the student with an understanding of the language of Shakespeare, an overview of the play, and general readiness for doing assignments on "Macbeth." This unit should work well within a program of individualized instruction. A student, working at his own rate of speed, can listen to the recordings, do the assignments, and take the tests. The use of this unit with seniors has indicated that it provided them with an understanding of "Macbeth" which enabled them to successfully complete the assignments. (WR)

ED 082 227 CS 200 713

Love, Glen A.

The Current State of Rhetoric, Or Up the Down Staircase.

Pub Date Nov 72

Note—15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (62nd, Minneapolis, Nov. 23-25, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), Conference Reports, Educational Theories, Elementary Education, *English Instruction, *Rhetoric, Secondary Education, *Structural Analysis, Teaching Techniques, *Writing, *Writing Exercises

Identifiers—*Dartmouth Seminar

Modern rhetoricians have begun to redefine basic structural units by observing and analyzing the process of formation, for example, sentences and paragraphs. Writing is beginning to be understood as a series of commitments and responses. Student exercises that objectify the vital concepts of form and organization in writing utilize rearrangement of sentences and sentence fragments, followed by discussions of the inherent strengths and weaknesses in each arrangement. Stylistic differences can be conveyed to students through the use of prose passages dealing with the same topic, but differing mainly in voice and audience. Upon understanding the effects of style, students can then revise their own writing stylistically. (LL)

ED 082 228 CS 200 714

Blumler, Jay G. McLeod, Jack M.

Communication and Voter Turnout in Britain.

Pub Date Aug 73

Note—62p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Mass Media, *Media Research, Political Attitudes, *Political Influences, Political Issues, Politics, Programing (Broadcast), *Television Research, Television Viewing, *Voting

Identifiers—American Politics, *British Politics

The "limited effect" model originated by Lazarsfeld is not sufficient for full analysis of the political influences effected by television advertisements for candidates for political office. Newer political communication research indicates that, in both British and American politics, television political commercials have eroded party loyalty, have been able to influence positively viewers who have low ego-involvement in the message topic, have some possibility of influencing the uncommitted voter, and have a greater sophistication than ever before. Political messages on television tend to set agendas—create from whole cloth the political issues and the ranking importance of the issues. However, mass media, especially television, is currently tending to reduce credibility of the political system in the minds of citizens. Election participation will falter if this trend continues. (CH)

ED 082 229 CS 200 715

Ammon, Paul R.

The Speech of Young Black Children. Final Report.

California Univ., Berkeley.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0038

Pub Date Dec 72

Contract—OEC-9-71-0030(508)

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Caucasian Students, *Language Ability, *Language Research, *Linguistic Performance, Lower Class, Middle Class, Negro Youth, Preschool Children, Reading Achievement, *Speech Skills, *Syntax

Identifiers—Elaborated Code, Restricted Code

This report concerns a detailed analysis of syntax in speech samples collected from 69 lower-class black preschool children and 30 middle-class white preschool children. The objectives of the study were (1) to investigate the hypothesis that lower-class black children are deficient in their ability or propensity to produce syntactically elaborated speech; (2) to test the effects of training lower-class black children in sentence construction and vocabulary; (3) to determine the validity of a sentence imitation test for assessing individual differences in language ability; and (4) to determine the predictability of early reading achievement from preschool speech production and sentence imitation. Instruments used to collect data included a picture interview, a sentence imitation test, the Peabody Picture Vocabulary Test, and the Cooperative Primary Reading Test. Measures of syntactic elaboration showed few significant differences between the black and white samples, with no general tendency toward more elaborated speech on the part of the white children. Within the black sample, there was no evidence that special training in sentence construction or in vocabulary had significant effects on the amount of elaborated speech in a posttest interview. (HOD)

ED 082 230 CS 200 720

Reed, Carroll E.

Dialects of American English.

Pub Date 73

Note—119p.

Available from—The University of Massachusetts Press, Amherst, Mass. 01002 (\$4.50 paper)

Document Not Available from EDRS.

Descriptors—*American English, *Dialect Studies, *Instructional Materials, Language Patterns, Language Research, *Regional Dialects

Intended for use with students who have just become aware of dialect variations, this book addresses dialects of American English. Chapters include an introduction to dialect study, discussions of colonial English, Eastern settlement, Eastern words, Eastern pronunciation, Eastern grammar, the Westward movement, an analysis of sectional atlas studies (the Great Lakes area, the Upper Middle West, Texas, Colorado, northern and southern sections of other Rocky Mountain areas, California, and the Pacific Northwest), and the future of American dialect studies. Dialect maps and a selected bibliography on regional dialect variation are provided. (HOD)

ED 082 231 CS 200 721

Borges, Jorge Luis

An Introduction to American Literature.

Pub Date 73

Note—95p.; A translation by L. Clark Keating and Robert O. Evans of "Introduction a la literature norteamericana" published by Editorial Columbia Buenos Aires, Argentina

Available from—Schocken Books, 200 Madison Avenue, New York, N.Y. 10016 (\$2.25 paper)

Document Not Available from EDRS.

Descriptors—*American Literature, *Authors, Drama, *Literary Criticism, Novels, Poets, Science Fiction, Short Stories, *Surveys

Offered in this book is an Argentinian's view of the literary achievement of the United States. The beginning chapters discuss Mather, Edwards, and Freneau; Franklin, Cooper, and the historians; Hawthorne and Poe; and Whitman and Herman Melville. Other chapters are given to a discussion of three poets of the nineteenth century (Lanier, Whittier, Dickinson); the narrators (Porter, Crane, Anderson, Lewis, Dos Passos, Faulkner, and Hemingway); the West (Twain, Harte, and Norris); the expatriates (James, Stein, Fitzgerald, Pound, Eliot, and Miller); the poets (Masters, Robinson, Frost, Sandburg, Lindsay, Hughes, and Cullen); the novel (Bromfield, Steinbeck, Caldwell, Warren, Wright, and Capote); the theater (O'Neill, Wilder, Saroyan, Williams, and Miller); the detective story (Poe, Van Dine, Gardner, Queen, and Hammett); science fiction (Gernsback, Lovecraft, Heinlein, Van Vogt, and Bradbury); and the Western (Grey). The last chapter presents some oral poetry of the North American Indians. (HOD)

ED 082 232

CS 200 722

Gibbons, Joan Mary

A Study of Attitudes and Performance of High School Students Enrolled in Elective English Programs.

Pub Date 73

Note—141p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-14,405, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Comprehension, Conventional Instruction, *Course Organization, *Curriculum Research, Elective Subjects, *English Instruction, Remedial Instruction, *Student Attitudes

Students in three types of high school English course organizations (traditional, an all-electives program, and an elective program requiring linguistic diagnosis and remediation prior to entrance into electives) were studied to determine student attitudes toward the study of English, student achievement in English usage, and student achievement in the understanding and interpretation of literature. Another intention was to determine whether extensive opportunities for student selection from a variety of English courses would affect student attitude and achievement in English. Results indicated (1) students in an all-electives English program perform as well in language and literature as students in a traditional program; (2) an elective-plus-diagnosis-and-remediation program which excludes the study of literature seems to have a negative effect upon the performance of students in literature and upon their attitude toward the English curriculum; (3) numerous relevant literature experiences produce positive results in achievement and attitudes toward English; and (4) program organization has little to do with sex differences in attitude toward English; however, the electives-plus-diagnosis-and-remediation program which emphasizes skills seemed to be singularly inappropriate for boys. (Author/HOD)

ED 082 233

CS 200 723

Broderick, Dorothy M.

Image of the Black in Children's Fiction.

Pub Date 73

Note—219p.

Available from—R.R. Bowker Co., 1180 Avenue of the Americas, New York, N.Y. 10036 (\$12.50)

Document Not Available from EDRS.

Descriptors—American Literature, *Childrens Books, Cultural Images, Fiction, *Literary Analysis, Negroes, Negro History, *Negro Literature, *Racial Attitudes, Racial Differences, Racial Discrimination, *Stereotypes

This book is a historical, literary, and critical analysis of the portrait of the black that emerges from children's books published between 1827

and 1967. The early books studied were listed in Jacob Black's "Peter Parley to Penrod: A Bibliographic Description of the Best-Loved American Juvenile Books, 1827-1926." The later titles are from the 1909-1968 editions of the "Children's Catalog." The books are discussed under the themes of (1) slavery, (2) the freedman, (3) after the civil war, (4) freeborn blacks, (5) the primitive, (6) black self-denigration, (7) religion and superstition, (8) the musical black, (9) segregation, and (10) black-white relationships. An appendix lists the books from the "Children's Catalog" which are analyzed in this study. A bibliography and index are also provided. (DI)

ED 082 234

CS 200 724

Minars, Edward J.

The Effects of Individually Prescribed Instruction on Achievement, Self-Concept and Study Orientation Among Engineering Students Enrolled in English Composition at Oklahoma State University.

Pub Date 72

Note—96p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-15,192, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *College Freshmen, *Composition (Literary), *Engineering Education, English, *Individualized Instruction, Self Concept, Study Habits, Writing Skills

Identifiers—*PIPI Model

This study was concerned with a description of the Professional Individually Prescribed Instructional (PIPI) model introduced into the curriculum of the College of Engineering at Oklahoma State University and its relationship with achievement, self-concept, and study orientation among freshmen engineering students enrolled in Freshman English Composition. Forty-four students were assigned to a section of the course using the PIPI model, and 44 students were assigned to a section of the course using a non-PIPI model. Four research questions concerning writing skills, academic performance, self-concept, and study orientation were formulated. The American College Testing (ACT), the Survey of Study Habits and Attitudes (SSHA), the Tennessee Self Concept Scale (TSCS), an essay exam, and semester grades provided data for describing the relationships of the model with the various measures. The results indicated that the PIPI group achieved a lower mean on the essay exam than the non-PIPI group but had more students who reached the acceptable level of competence in writing. More students in the PIPI group received an A or B for the course than in the non-PIPI group, but more PIPI students failed the course. Scores on the TSCS were higher for the PIPI group. (Author/WR)

ED 082 235

CS 200 725

Hince, Thaddeus Edmund

An Analysis of the Editorial Content and Policy of Twenty Selected High School Newspapers in Pennsylvania.

Pub Date 72

Note—387p.; Ed.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-13,166, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Censorship, Editing, *Editorials, *High Schools, School Attitudes, *School Newspapers, *School Policy

Through interviews with student editors, a questionnaire survey, and an analysis of editorials in high school newspapers, this study attempted to (1) discover the relative importance of, or interest in, certain topics through quantification; (2) rank these topics in order of importance; (3) determine the editorial attitude toward each topic; and (4) determine the explicit and implicit pressures or controls placed upon editorial writers by sources outside the newspaper. Results indicated the frequency of positive and neutral editorials showed no distinct pattern, although the negative editorials exceeded the combined total of positive and neutral editorials in any given month except September and June, with

peaks in October and February. Following each of the two major vacations of the year, there was a lower frequency of critical editorials followed by a surge of criticism and a gradual decline thereafter. Editorial attitude toward topics outside the school tended to be less negative than toward topics in school. Explicit and implicit controls consisted of overt censorship, influence before publication, and pressure after publication. Finally, few newspapers had written editorial policies and most relied on unwritten rules which also controlled editorial expression. (Author/HOD)

ED 082 236

CS 200 726

Narayan, Ongkar

English in Guyana's Secondary Schools: A Case Study in Educational Development.

Pub Date 72

Note—118p.; Ed.D. Dissertation, The Pennsylvania State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-14,030, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—American English, *English (Second Language), English Programs, *Group Unity, Language Standardization, Nationalism, National Surveys, *Official Languages, Questionnaires, *Secondary Education, *Teacher Attitudes

Identifiers—*Guyana

Since English, the official language of the Republic of Guyana, was perceived by the country's Ministry of Education as a major tool for Guyanese unification, this investigation studied Guyana's use of the schools, particularly the English language curricula, to aid in the unification of the country. Accordingly, a review of American English curricular publications which related to the Guyanese situation was undertaken. From this review a questionnaire was devised containing 20 items which discriminated between teachers' practice as contrasted with their willingness to practice American English curricular objectives related to the Guyanese situation. The questionnaire was sent to 45 teachers of English in 25 of Guyana's 30 government secondary schools. Results, favoring teachers' willingness to practice American objectives, indicated that the teachers felt Guyana's English program should strive toward improving written and oral communication, foster nationalistic attitudes, teach Standard English to students who speak creole, lessen the dysfunctional attitude of adoration of things British, lessen the dysfunctional attitude of aversion to manual work, offer a broader literature program, use and understand mass media, and create and use literature rooted in the Guyanese culture. (Author/HOD)

ED 082 237

CS 200 727

Schoenheimer, H. P., Ed.

English in Australian Secondary Schools.

Pub Date 72

Note—158p.; Published by F. W. Cheshire Publishing Pty Ltd., Melbourne

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 01759, \$5.00 non-member, \$4.75 member)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Composition (Literary), Disadvantaged Youth, Drama, *English Curriculum, Language Development, *Literature, Perception, Poetry, *Secondary Schools, Slow Learners, Teaching Methods

Identifiers—*Australia

Papers in this book center around three themes: a growing emphasis on communication in the form of drama and film; the substitution of high standards of sincerity, awareness, understanding, creative self-fulfillment, and functional personal communication for conformity to standards; and an awareness of the maturity of the adolescent. Chapters include "Concepts: A General Overview of English Work," "Be Seated: Some Classroom Seating Plans," "English without English: Living with General Studies," "Living Literature: A Fifth Form English Course," "Themes and Topics: The Wider View," "Now Read on—and on: Wide Reading," "The Poet's Sway: Poetry and Children," "Play is the Work: Developmental Drama in Education," "Personal, Intensive, Creative: Vital Writing," "New Gram-

mar or No Grammar: New Descriptions of English," "Man Speaks: The Development of Language," "Personal, Intensive, Concerned: A New Approach to the Disadvantaged," "Challenge: The Less Ready Learners," and "The Representative: The role of an English Consultant." (HOD)

ED 082 238 CS 200 728

Weaver, Carl H.
Human Listening: Processes and Behavior.
Pub Date 72
Note—170p.

Available from—The Bobbs-Merrill Company, Inc., College Division, 4300 West 62nd Street, Indianapolis, Ind. 46268 (\$1.95 paper)
Document Not Available from EDRS.

Descriptors—Audiences, *Audiolingual Skills, Cognitive Processes, *Communication (Thought Transfer), *Communication Skills, *Listening, Listening Comprehension, Listening Habits, *Listening Skills, Listening Tests, Oral Communication, Oral Expression, Perceptual Development, Speaking, Speech Skills, Verbal Communication

This book is divided into three conceptual areas: a general presentation of listening behavior and its place in the communication process, the major social and psychological processes involved in the selection and cognition of aurally received data, and remedial measures for both the speaker and the auditor. "Listening behavior: an overview" defines listening and emphasizes its necessary role in any theory of communication. Common misconceptions are evaluated and reasons are presented for improving listening behavior. "Cognitive structuring: selective attention and data handling" discusses the three processes of cognition. "Cognitive structuring: two important variables" describes and explains two organismic states which affect the three processes of cognition described in the previous chapters. Chapters 4 and 5 consider how listeners can improve their ability to receive data and how speakers can aid their listeners. Both chapters present exercises to develop these abilities. Bibliographies are provided at the ends of the chapters. Two appendices, "The Teaching and Testing of Listening" and "The Use of Compressed Speech in Research and Teaching" are included. (LL)

ED 082 239 CS 200 729

Nicol, Elizabeth Anne Hyslop

Student Response to Narrative Techniques in Fiction.
Pub Date 73

Note—174p.; Ph.D. Dissertation, Stanford University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-14,949, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*English Instruction, High School Students, *Literary Analysis, Literary Criticism, Literature Appreciation, *Narration, *Student Reaction, *Teaching Techniques

Research on literary response has had little to say about student response to authors' techniques in particular literary works. For this study, 165 senior high students of superior verbal ability were asked to read two short stories and to indicate what they thought made each story effective by selecting from an inventory comments which matched their own responses to the story. The data were analyzed for possible trends due to presentation order, story characteristics, sex of the reader, and reader attitudes, but none affected the nature of the response. The group response to individual stories was analyzed in the context of professional critiques of each story. Students seemed more responsive to immediately significant aspects of the story than to aspects whose importance was primarily formal. The simplest stories were the best-liked, but response closer in content to the critics' observations was made to stories with several levels of meaning. The inventory of comments seemed to have provided an objective set for the students, enabling them to be more attentive than they normally were to authors' techniques. The comments developed here were quite sophisticated, but the approach could be modified for students of various reading abilities. (Author/TO)

ED 082 240

Ford, Bob Wayne

The Effects of Peer Editing/Grading on the Grammar-Usage and Theme-Composition Ability of College Freshmen.

Pub Date 73

Note—126p.; Ed.D. Dissertation, The University of Oklahoma

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-15,321, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*College Freshmen, College Instruction, College Students, Composition (Literary), *Composition Skills (Literary), *English Instruction, *Peer Teaching, *Teaching Methods, Writing Skills

Identifiers—*Student Centered Approach

This study was conducted to determine the effects of peer editing/grading of themes on grammar-usage and theme-writing ability of students enrolled in freshman level college composition courses. Fifty students, equally divided into experimental and control groups, completed two forms of the Language Knowledge Test (LKT), one as a pretest and one as a posttest, and wrote seven themes during the eighteen-week experiment. Differences between the LKT scores were considered to be grammar-usage change scores, while differences between the numerical values attached to the first and seventh themes were considered to be theme-composition change scores. The experimental group, those students who edited and graded each others' themes, made significantly higher gains in both their grammar-usage ability and their theme-composition change scores than the control group students, whose themes were edited and graded by the course instructor. None of the biographical variables—sex, size of hometown high school, time of class meeting, academic major, age, English ACT score, and grade classification—was significantly related to the students' gain scores, although the last three listed showed slight correlations with the scores. Several implications for further research are suggested. (Author/TO)

ED 082 241

Allen, George R.

The Graduate Students' Guide to Theses and Dissertations: A Practical Manual for Writing and Research.

Pub Date 73

Note—108p.

Available from—Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, Calif. 94111 (\$7.75 cloth)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, *Graduate Students, Graduate Study, *Research Design, Research Methodology, *Research Skills, Research Tools, *Writing Skills

Identifiers—Handbooks

The objective of this book is to assist faculty members and students in completing high-quality theses and dissertations without wasting time and effort. To highlight the various problems and issues in the research process, a question-and-answer format is used. Each chapter contains answers to commonly asked questions concerning the steps involved in academic research. These seven steps are selecting a research topic, getting a research committee, preparing a research proposal, collecting data, analyzing data, writing the final report, and defending the research effort. Each chapter has three parts: (1) an introduction stating the purpose and coverage of the chapter and relating the chapter's content to the content in chapters preceding and following it; (2) answers to questions about that step in the research process; and (3) a list of questions about the interests of the researcher and the philosophy and procedures at the school where the research is being conducted. Included are a guide to thesis review, a checklist for evaluating research topics, two sample formats for tables of contents, a suggested time schedule, and a bibliography. (HOD)

ED 082 242

Axelrod, Joseph

The University Teacher as Artist.

Pub Date 73

Note—246p.

Available from—Jossey-Bass Inc., Publishers, 615 Montgomery Street, San Francisco, Calif. 94111 (\$8.75 cloth)

CS 200 730

Document Not Available from EDRS.

Descriptors—*Higher Education, *Professors, *Teaching Methods, *Teaching Models, *Teaching Quality, Teaching Techniques

The focus of this book is on the art of university teaching. Its aim is to help professors develop their own aesthetics of teaching and raise their daily classroom practice to the level of art. Part 1 presents four models of evocative teaching and portraits, taken from life, of four professors who illustrate these prototypes in the fields of art history, foreign language, interdisciplinary humanities, and English literature. Part 2 presents a different kind of portrait by means of complete transcripts of three class meetings taught by the same professor of literature over a twelve-year period. Part 3 uses systems analysis to describe the university setting in which the professor must try to practice the art of teaching. Part 4 deals with educational reform—from reform of the grading system to the creation of experimental colleges. (WR)

ED 082 243

Coody, Betty

Using Literature with Young Children.

Pub Date 73

Note—174p.

Available from—Wm. C. Brown Company Publishers, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (\$2.95 paper)

Document Not Available from EDRS.

Descriptors—*Childrens Books, Curriculum Development, *Early Childhood Education, *Early Reading, *Language Arts, Literature, Literature Appreciation, Literature Guides, Literature Programs, Preschool Programs, *Primary Education, Reading

Designed to provide prospective teachers with an introduction to some of the best books available for use with children ages one through eight, this book also provides a methodology for teaching literature with attention to the special needs and interests of young children. It may be used as a resource book or as a supplementary textbook for introductory courses in early childhood education and for courses in children's literature, language arts, and reading. Chapters deal with: books for reading aloud, literature for storytelling, literature for dramatization, books and the language experience, books that lead to art experiences, books that lead to cooking, books that lead to bibliography, and helping parents in the selection and use of children's books. A bibliography of suggested readings is included at the end of each chapter along with an annotated bibliography of children's books which can be used as an aid in the study, selection, and purchase of books. (LL)

ED 082 244

Yolen, Jane

Writing Books for Children.

Pub Date 73

Note—150p.

Available from—The Writer, Inc., Publishers, 8 Arlington Street, Boston, Mass. 02116

Document Not Available from EDRS.

Descriptors—*Authors, *Childrens Books, Creative Writing, Descriptive Writing, Expository Writing, Folklore Books, Literature, *Publications, *Writing

According to the author, an experienced editor, teacher, and writer of children's literature, the purpose of this book is threefold: to present a broader view of children's literature, to show the wide range of children's literature, and to reveal the opportunities available for writing children's literature. The chapters discuss: (1) attitudes toward and approaches to children's literature; (2) creative memory, marketability, and scheduling writing time; (3) picture books, storybooks, concept books, and the audience; (4) folk tales, variants, quest tales, campfire tales, and structural elements and techniques; (5) speculative fiction fantasy, character, style, and vision; (6) data versus information presentations, creative research, outlines, biography, and quotations; (7) realism and plot outlines; (8) animal stories; (9) poems, verse, vocabulary, paperbacks, and magazines; and (10) marketing, submission, agents, editorial process, rejection, and revisions. The afterword is an annotated bibliography of books for those interested in writing or reading about children's books. (LL)

ED 082 245

Goodyear, F. H. Williams, Patrick L.

A First Course in Intercultural Communication.

CS 200 759

CS 200 760

CS 500 387

Pub Date 73

Note—20p; Paper presented at the Annual Meeting of the Southern Speech Communication Assn. (Lexington, Ky., 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Communication (Thought Transfer), *Course Descriptions, Cross Cultural Training, Educational Games, Higher Education, Interaction, *Intercultural Programs, *Interpersonal Relationship, Racial Attitudes, Racial Integration, Racial Segregation, *Racism, Role Playing, Social Discrimination

Identifiers—*Afro American Communication

The Texas Christian University course description, outline, and supporting bibliography deal with the problems of intercultural, interracial communication. The course plan begins with the thesis that racism is institutionalized and that the eradication of racism requires changes in individuals' awareness of their own hidden discriminatory feelings. The classroom activities described ask students to play educational reverse-role-playing games, interview members of oppressed minorities, and become familiar with other races and cultures through association. Readings in interpersonal, interracial intercommunication are assigned, and written papers about the students' course experiences are required. A bibliography of books and articles is appended. (CH)

ED 082 246

CS 500 411

Grunig, James E.

Information Seeking in Organizational Communication: A Case Study of Applied Theory.

Pub Date Apr 73

Note—66p; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Employer Employee Relationship, Group Structure, *Industrial Relations, *Information Networks, *Intercommunication, *Management Systems, *Operations Research

Identifiers—*Organizational Communication

An experimental seminar in corporate communication at the University of Maryland was designed to (1) develop a set of theoretical concepts useful to the organizational communicator who functions as a mediator between management and labor, (2) utilize a practical methodology for these concepts, and (3) conduct a case study in cooperation with an outside organization to test these concepts and demonstrate their utility for a professional communicator. The seminar reviewed the literature on organizations and organizational communication and met with personnel from the communications department of the Potomac Electric Power Company (Pepco). The theoretical paradigm which evolved in the conceptual phase of the project predicted that individuals and systems would seek information when they perceived a problem and would seek information only about alternatives which were feasible within their situation. Although applied to the needs of only one organization, the study provided basic theoretical confirmation of the paradigm. (EE)

ED 082 247

CS 500 412

Daniel, Jack L. And Others

Teaching Afro-American Communication.

Speech Communication Association, New York, N.Y.

Pub Date Nov 72

Note—23p; Paper presented at the Black Communication Conference (Pittsburgh, Pa., November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, Communication (Thought Transfer), Course Descriptions, *Cultural Background, Interdisciplinary Approach, Language Styles, *Language Usage, Negro Culture, Negro Dialects, Social Attitudes, *Speech Curriculum, Teaching Methods

Identifiers—*Afro American Communication

Curriculum development in the United States has been based on the assumption that white middle-class values should serve as the standard for all of American society, but there is a need for courses in Afro-American communication which depart from traditional standards and categories of speech communication curricula. They should reflect concern for: (1) discourse from non-Afro-Americans that affects Afro-Americans, (2) all

the variables that affect the communication process, and (3) the social, economic, and political contexts in which communication occurs. This requires an interdisciplinary, complementary approach that accepts and utilizes as equally important the sensuous, intuitive, and intellectual processes in human communication. The concept of cultural relativity, which assumes that all cultures are equally valid, forms a sound basis for studying Afro-American communication, particularly in the areas of Black English, Afro-American rhetoric, and the cross-cultural influence of mass media. (Outlines for four sequential courses are included.) (RN)

ED 082 248

CS 500 413

Lindgren, Ole

Report on the Swedish Broadcasting Corporation.

Pub Date Apr 73

Note—11p; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, Apr. 25-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Communication, Broadcast Industry, *Broadcast Television, Communication (Thought Transfer), *Educational Television, Film Study, Instructional Television, Mass Media, *Nonverbal Communication, *Programming (Broadcast), Telecommunication, Televised Instruction, Television, Television Research, *Television Viewing, Verbal Communication, Visual Literacy

Identifiers—*Swedish Broadcasting Corporation, Swedish Television

The operation of the Swedish Broadcasting Corporation is almost exclusively based upon "instructional television" programming and production. The corporation operates one of the two Swedish television channels and is state-sponsored; thus, its failure to develop high quality programming is particularly distressing. Reasons for dull and other wise low quality programming lie in the inadequate understanding of the full nature of audiovisual communication and in the low level of visual literacy on the part of television production specialists. Educational films made for Swedish television need to take into account the emotional and nonverbal qualities of television as well as the rational and verbal facets of the medium that are presently stressed. Audiences, too, must be made aware of the manipulative powers of mass media, especially television. The goal for Swedish educational television should be the creation of lively, relevant, and honest programming content. (CH)

ED 082 249

CS 500 414

Hanneman, Gerhard J. And Others

Tevised Drug Appeals; A Content Analysis. Drug Abuse Information Research Project.

Connecticut Univ., Storrs. Communication

Research Program.

Spons. Agency—National Science Foundation,

Washington, D.C.

Report No.—DAIR-1

Pub Date Mar 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Content Analysis, *Drug Abuse, *Information Dissemination, Mass Media, *Programming (Broadcast), Publicize, Television, *Television Commercials

Identifiers—*Drug Abuse Information Research

Project (DAIR), Public Service Advertising

Criticism of the role of the media in the dissemination of drug abuse information demonstrates a need for investigating the message characteristics of televised public service announcements criticizing the use of drugs. An analysis of anti-drug commercials telecast in Connecticut in December 1971 indicates that drug abuse messages are primarily telecast during "non-prime-time" periods. The messages generally contain little specific information, are not directed at identifiable audiences, and customarily use actors or sports celebrities as announcers. The message strategy is usually "fear appeal." The need for additional information about audiences of public service announcements and the actual effects of telecast drug abuse messages is apparent. (RN)

ED 082 250

CS 500 415

Smith, Arthur L.

Theoretical and Research Issues in Black Communication.

Speech Communication Association, New York, N.Y.

Pub Date Nov 72

Note—14p; Paper presented at the Black Communication Conference (Pittsburgh, Pa., November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, Cultural Differences, Cultural Factors, Information Theory, *Language Usage, Negroes, Nonverbal Communication, Public Speaking, *Research Opportunities, *Rhetoric, *Sociocultural Patterns, Verbal Communication

Identifiers—*Afro American Communication

There has been little research on the communicative behaviors of Afro-Americans, whose language and public messages rarely fit into traditional patterns of Anglo-Saxon discourse. Intensive study is warranted in numerous areas. One is the area of linguistic continuity research, which investigates similarities in vocabulary and expression between West African and Afro-American language usages. A second area is "metarhetorical" theory, based on symbolic behavior and the assumptions that conventional understandings of rhetoric are foreign to the African ethos and that Afro-Americans place considerable emphasis on rhythm. A third area is diachronic-synchronic comparative research, which reveals how Africans and Afro-Americans, respectively, structure and react to their public speeches. Other areas include descriptive field studies, to reveal what happens when the black communicator speaks, and the development of a notational system for recording black nonverbal behavior. There is also a need for additional bidialectal research, exploring methods for teachers of black English, and for symbolic studies, which reveal the effect of white, European cultural symbols on ethnocentric racist attitudes. (RN)

ED 082 251

CS 500 416

Williams, Ronald

The Struggle to Know, the Struggle to Survive.

Speech Communication Association, New York, N.Y.

Pub Date Nov 72

Note—17p; Paper presented at the Black Communication Conference (Pittsburgh, Pa., November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *Communication (Thought Transfer), Information Theory, Linguistics, Negro Culture, Negro Dialects, Negroes, *Racism

Identifiers—*Afro American Communication

The factors of race, politics, economics, and the social sciences provide a unique dilemma for black communication scholars. Such scholars must respond to forces which seek to suppress their work and must also seek better ways of understanding the unique characteristics of communication among blacks. Investigations in black English should seek an understanding of the black's linguistic past and present, as well as the black's language usage as it affects the quality of his children's education and his efforts to succeed in his occupation. However, much research by whites in black communication mistakenly concentrates on "street talk" and is adversely affected by two racial assumptions: first, that blacks are basically happy, sensuous people, and second, that extensive use of profanity is a distinctive characteristic of all black communication. Therefore, although communication studies by whites can help blacks gain a better understanding of themselves, they do little to contribute to their struggle for liberation. Black scholars' research offers greater promise. (RN)

ED 082 252

CS 500 417

Hawthorne, Lucia S.

The Public Address of Black America.

Speech Communication Association, New York, N.Y.

Pub Date Nov 72

Note—25p; Paper presented at the Black Communication Conference (Pittsburgh, Pa., November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, College Curriculum, Communication (Thought Transfer), *Negroes, Persuasive Discourse, *Public Speaking, *Race Relations, Racial Discrimination, *Racism, *Rhetoric, Social Attitudes

Identifiers—*Afro American Communication

The public address of Afro-Americans currently relates mostly to their basic human rights as American citizens. Racism, either on an institutional or individual basis, permeates every facet of black life, and the public address and private communication of blacks focus largely on the experience of racism. Studies of public speaking by black Americans reveal a similarity of themes, based on six recurring topics: politics, housing, employment, education, public accommodations, and self-pride. As long as Afro-Americans are denied their basic human rights, their public addresses will continue to focus on these topics. (An outline for a two-semester college course in the public address of black Americans is included.) (RN)

ED 082 253 CS 500 418

Brown, Lloyd W.

The Image-Makers: Black Rhetoric White Media. Speech Communication Association, New York, N.Y.

Pub Date Nov 72

Note—28p.; Paper presented at the Black Communication Conference (Pittsburgh, Pa., November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Cultural Differences, Cultural Environment, Ethnic Groups, *Language Usage, *Mass Media, Negro Attitudes, *Negro Culture, Negro Literature, *Rhetoric, Sociocultural Patterns, Verbal Communication

Identifiers—*Afro American Communication

Traditional academic approaches to the study of rhetoric must be modified by those who explore the rhetoric of black Americans. Black rhetoric is inherently interactive, combining verbal, tonal, musical, and physical behaviors, whereas traditional white-oriented rhetoric can be viewed in terms of standard verbal and literary aspects of communication. Pertinent investigations of black communication must relate to the white-controlled communications media, which are components of a complex American consumer-technology system that imitates, absorbs, and neutralizes hostile or non-integrated phenomena such as student dissent and black protest movements. Areas which demand increased attention in this context include: (1) the interactive patterns of black rhetoric; (2) the interaction between black methods of communication and the white-controlled media; and (3) techniques by which poets, novelists, and dramatists depict the complexity of black communication and the tensions between blacks and whites. (Included are course outlines for three related courses on the subject.) (RN)

ED 082 254 CS 500 419

Book, Cassandra L.

To Disturb the Sounds of Silence: Interpersonal Communication Behavioral Objectives.

Pub Date Apr 73

Note—13p.; Paper presented at the Annual Meeting of the Southern Speech Communication Assn. (Lexington, Ky., April 6, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, *Behavioral Objectives, *Behavior Change, Cognitive Objectives, *Communication (Thought Transfer), Communication Skills, *Human Relations, Interaction, Interpersonal Competence, *Interpersonal Relationship

The study of interpersonal behavior can be of most benefit to the student if he is allowed to assist in the construction of individualized behavioral objectives. To implement this approach the student must first identify what he perceives to be his communication strengths and weaknesses. Next, the student identifies his goal in the form of behavioral objectives, stating explicitly what he would like to be doing when he achieves his skill, the mastery level he wishes to attain, and how the accomplishment will be measured at the end of the instructional program. Then, student and teacher design several activities to modify and develop communication behavior. The use of behavioral objectives allows the student to receive criticism of his interpersonal communication skills within an objective context and facilitates the writing of criterion by which students' performance may be measured. (Included are behavioral objectives dealing with self-disclosure, levels of communication, empathy, nonverbal communication of feelings, roles, defensive/supportive communication, feed-

back, accuracy of communication, facework, hostility, and interpersonal communication breakdowns.) (EE)

ED 082 255 CS 500 420

Baker, David N.

The Rhetorical Dimensions of Black Music Past and Present.

Speech Communication Association, New York, N.Y.

Pub Date Nov 72

Note—47p.; Paper presented at the Black Communication Conference (Pittsburgh, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African American Studies, Applied Music, Communication (Thought Transfer), *Cultural Awareness, Cultural Factors, Higher Education, Jazz, *Musical Composition, *Music Techniques, Negro Attitudes, *Negro Culture, *Rhetoric, Secondary Education

Identifiers—*Afro American Communication

Examination of lyrics of the blues and jazz forms of black music indicates their importance as communication. Contemporary styles can be divided into five overlapping categories: (1) "mainstream," the post-"bebop" style and soul jazz; (2) jazz influenced by other ethnic music; (3) the avant-garde jazz, which is often nationalistic and of social importance; (4) "third-stream," a combination of jazz with European classical concert styles; and (5) the new, diversified liturgical music. Aside from lyrics, there are musical signals that are of communicational importance to blacks because of special uses of rhythm, melody, inflection, scale patterns, harmony, and improvisation. Black music has been largely influenced by two durable styles that possess tested communicative powers. One is the antiphonal (call and response) song, issuing directly from African traditions. The other is the blues, the foundation of much popular black music and an embodiment of those elements which characterize black culture and the life style of blacks. (Included in this document are outlines for four courses on black music and an extensive reading list.) (RN)

ED 082 256 CS 500 421

McEwen, William J. Wittbold, George H.

Dimensions of Response to Public Service Drug Abuse Information. Drug Abuse Information Research Project.

Connecticut Univ., Storrs. Communication Research Program.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—DAIR-2

Pub Date Apr 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Drug Abuse, *Factor Analysis, *Information Dissemination, Information Theory, Mass Media, *Response Mode, Television, *Television Commercials, Television Research

Identifiers—*Drug Abuse Information Research Project (DAIR), Message Responses, Public Service Advertising

One approach to the study of structures that underlie receiver response to perceptual stimuli has been that of factor analysis. This method was used to study responses of 92 students at the University of Connecticut to drug abuse commercials. Responses to five anti-drug television commercials were categorized according to: (1) "relative persuasion," indicating a positive reaction to the general believability of the commercial; (2) "negative evaluation," indicating a rejection of the commercial; (3) "Creative stimulation," reflecting receivers' positive reactions to the originality, novelty, or aesthetic merits of the message; and (4) the "hard sell" response, producing measurable fear-arousal characterized as disturbing, forceful, or depressing. Results of the study verify the hypothesis that factor analysis can be used to identify subjects' response patterns to televised drug abuse messages. (RM)

ED 082 257 CS 500 422

Hanneman, Gerhard J.

Dissemination of Drug Related Information. Drug Abuse Information Research Project.

Connecticut Univ., Storrs. Communication Research Program.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—DAIR-3

Pub Date Apr 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, College Students, Communication (Thought Transfer), *Drug Abuse, *Drug Education, Educational Research, *Information Dissemination, *Information Seeking, Mass Media, Publicize, *Social Problems

Identifiers—*Drug Abuse Information Research Project (DAIR)

Much information about drug abuse and other controversial social problems comes from sources other than radio, television, or the press. In addition to private and government agencies that provide "walk-in" services and responses to correspondence, there are special telephone hotline services that give information on topics such as drugs and psychological problems. Other sources of drug-related information are friends, relatives, doctors, and other professionals. A test sample composed of 407 University of Connecticut students, was polled to determine students' habits of seeking information about drug abuse. The resulting data indicated: (1) that friends provide initial awareness about effects of marijuana and amphetamines, but the mass media account for great awareness about other drugs; (2) that information seekers prefer friends and professional sources over government agencies; (3) that friends are the single most popular source of information about marijuana, but professional and quasi-professional sources are preferred for information about other drugs; and (4) that friends are the most convenient source of drug abuse information. (RN)

ED 082 258 CS 500 423

Hanneman, Gerhard J. Pet, Marilyn L.

The Search for Drug Abuse Information. Drug Abuse Information Research Project (Revised). Connecticut Univ., Storrs. Communication Research Program.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—DAIR-4

Pub Date Apr 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Content Analysis, *Drug Abuse, *Drug Education, Educational Research, *Information Dissemination, *Information Needs, *Information Seeking, Social Problems

Identifiers—*Drug Abuse Information Research Project (DAIR), Telephone Hotlines

A large proportion of those who seek drug abuse information from a telephone hotline service have immediate drug information needs, either for themselves or to assist others. Requests for general or pharmacological information are less frequent. Content analysis was applied in a study of telephone calls to a Hartford, Connecticut, "drug abuse hotline" to determine (1) time of the calls, (2) source of the calls (drug user, relative, friend), (3) sex of the caller, and (4) communication content (treatment information, legal questions, emergency assistance, or the handling of drug users, for example). Results indicated that most callers were women and that most information seeking occurred between Saturday and Tuesday. The most frequently requested type of information was treatment-related and was usually requested by probable nonusers. Analysis of hotline usage is an indicator of information needs and can provide direction for professional communicators in conducting mass media anti-drug campaign. (RN)

ED 082 259 CS 500 424

Erlitz, Howard S.

"And By Opposing, End Them." The Genre of Moral Justification for Legal Transgression.

Pub Date Nov 73

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, Nov. 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Ethics, *Legal Responsibility, Letters (Correspondence), *Moral Values, Persuasive Discourse, *Rhetoric, *Rhetorical Criticism, Speaking, Speech

Identifiers—*Illegal Actions

Public utterances that defend illegal actions on moral grounds which supersede legal grounds display distinct rhetorical features. Rhetorical criticism of Thoreau's "Plea for Captain John

Brown" (1859) and the Antony Towne and William Stringfellow letter in defense of the Berrigan brothers (1972) reveals five similar rhetorical strategies. These strategies tend to define the "genre" of discourse called "moral justification for legal transgressions." One line of argument is a defense of illegal actions by the invocation of higher moral law. Other approaches include the acknowledgement of the inevitability of and disregard for the punishment which ensues from the illegalities; an assailing of the government agency which precipitated the events leading to the illegal acts and punishment; the identification of the accused with morally superior beings, using religious imagery as supportive argument; and the proclamation that the illegal acts measurably aid a good cause. These rhetorical approaches for the justification of illegal actions are in concurrence with earlier observations by rhetorical critics, especially Edwin Black. (CH)

ED 082 260 CS 500 425

Lieb-Brihart, Barbara

Improving the Elementary and Secondary Curriculum through the SCA (Speech Communication Association) National Office.

Pub Date Nov 73

Note—9p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, Nov. 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Curriculum Development, *Elementary School Curriculum, *High School Curriculum, *Information Dissemination, Inservice Teacher Education, Speech, *Speech Curriculum, *Teacher Education

Identifiers—Speech Communication Association Teachers of speech communication, on the elementary and secondary school level as well as college, need these areas of services from their national Speech Communication Association (SCA): dissemination of materials and information in their topic fields, coordination of education-related information and stimulation of appropriate research and instructional projects, and establishment of liaisons between themselves and various government agencies, institutions, and other academic disciplines. In response, the SCA should try to answer these needs by encouraging specific programs. One such program which would aid all levels of speech communication teachers is the stimulation of broader curricular development. Curricula improvement should be accompanied by more inservice training programs and greater attention to the quality of classroom teaching methods. A higher level of research in speech communication education, as well as more intensive teacher education in colleges, is necessary if these goals are to be achieved. Other programs which should be fostered by SCA to strengthen speech communication teaching are more faculty exchange programs, stronger regional speech communication associations, and more feedback of member opinions to the national SCA office. (CH)

ED 082 261 CS 500 426

Swanson, David L.

Campaign '76: What We Need to Know.

Pub Date Nov 73

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, Nov. 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Behavior Theories, Communication (Thought Transfer), Information Dissemination, *Information Utilization, Mass Media, Media Research, *Political Influences, Politics, *Research Methodology, *Research Needs

Identifiers—*Phenomenology

Research in the field of political communication has traditionally reflected a behavioral approach which has focused largely on the influence of mass communication on the public's political behavior. The role of the individual in selecting, interpreting, and processing political information has received significantly less attention. The descriptive survey and experimental data of the behaviorist paradigm can describe some correlations within the range of all political behavior, but behaviorism has not explained the individual as a single processor of information. In the future, research theory in political communication should be directed toward a phenomenological or functional approach in which man is perceived as

an active rather than a passive agent. Whereas the behavioral approach describes how individuals are affected by their environment, a phenomenological methodology attempts to investigate and explain how individuals react to their environment and why particular attributes of individuals are related to communication behavior patterns. (EE)

ED 082 262 CS 500 427

Taylor, Orlando L.

Black Language: The Research Variable.

Speech Communication Association, New York, N.Y.

Pub Date Nov 72

Note—30p.; Paper presented at the Black Communication Conference (Pittsburgh, Pa., November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *Black Community, Language Development, *Language Research, Language Usage, *Linguistics, Negro Attitudes, Negro Culture, *Negro Dialects, Psycholinguistics, Sociolinguistics, Speech Habits

Identifiers—*Afro American Communication

There is justification for the study of black language to help improve language self-concepts in the black community and to assist in reducing the oppressions of black people. Research literature has generally centered on these approaches: (1) black language is an unsystematic, childlike linguistic system; (2) it is basically an extension of standard English and American usage; or (3) it is an extension of the West African linguistic systems. These approaches have inherent limitations. Future research should be done by those with skills in linguistics, sociolinguistics, and psycholinguistics, and by those who also have an interest in and commitment to the black community. Seven important areas for future research are: linguistic descriptions of black language usage, the historical development of black language, acquisition of language by black children, attitudes by whites toward black language, blacks' language attitudes and aspirations, changing negative attitudes toward black language, and black language usage as related to success in the educational system. (RN)

ED 082 263 CS 500 428

Lieb-Brihart, Barbara, Comp.

An Activities Supplement to the Curriculum Guide for Speech Communication—Grades 8-12.

Nebraska Speech Association.

Pub Date 72

Note—146p.; Developed by teachers of speech enrolled in Secondary Education 535, Improvement of Instruction in Speech Education, Spring Semester, 1972 at Univ. of Nebraska at Omaha

Available from—Richard B. Gartrell, Executive Secretary, Nebraska Speech Communication Assn., Doane College, Crete, Nebraska 68333 (\$2.75)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Communication (Thought Transfer), *Course Content, Course Descriptions, Course Organization, Group Activities, Group Discussion, Individual Activities, *Instructional Materials, *Learning Activities, Listening Skills, Nonverbal Communication, Personal Relationship, Persuasive Discourse, *Secondary Education, Semantics, *Speech Curriculum

This curriculum activities supplement is the result of a graduate seminar at the University of Nebraska (Omaha), held in 1972. It is an addition to "A Curriculum Guide for Speech Communication—Grades 8-12," developed in 1971 (ED 066 776). The activities are structured according to the contract system, whereby each student selects his own projects for classroom, individual, or group assignments. Projects are separated into the following subject areas: intrapersonal communication, dyadic communication, listening, small group discussion, general semantics, nonverbal communication, audience awareness, speech organization and preparation, extemporaneous speaking, and persuasive communication. Textbooks and other sources are listed for each assignment. (RN)

ED 082 264 CS 500 429

Littell, Joseph Fletcher, Ed.

Coping with Television.

Pub Date 73

Note—213p.

Available from—McDougal, Littell and Co., Box 1667, Evanston, Ill. 60204 (\$3.27)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, Broadcast Television, Cable Television, Commercial Television, Educational Television, *Mass Media, Supplementary Reading Materials, *Telecommunication, *Television, Television Commercials, *Television Viewing

This book could be a useful supplement in any course dealing with television, such as mass media, communication, film, and humanities. The book is divided into six sections. "The Impact of Television" discusses the impact of television on society, the broadcast media, the Federal Communications Commission, public broadcasting, educational television, community antenna television, and cable television. "Television Production" examines the nature of television production and production limitations. "The Content of Television" discusses program formats, television news, the role of television in government and politics, effects of violence on the viewer, and the image of women, blacks, and parents on television. "Television Ratings" explains how audiences are measured and the uses of ratings. "Television Advertising" discusses commercials and children's reactions to them. "How You Can Influence the Media" suggests attitudes and actions the conscious viewer can assume in order to improve the quality of television. (LL)

ED 082 265 CS 500 430

Wolf, Richard Anthony

A Curriculum Guide for the Teaching of Listening and Speaking Skills to the Primary Grades in the Public Schools of Madison, Connecticut.

Pub Date Jul 73

Note—171p.; M.S. Thesis, Southern Connecticut State College

Available from—Interlibrary Loan Dept., Southern Connecticut State College Library, New Haven, Conn. 06515 (Interlibrary loan)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Curriculum Guides, Language Arts, *Listening Skills, *Primary Grades, Speech Curriculum, Speech Instruction, *Speech Skills

Identifiers—*Madison (Connecticut)

Contained in this curriculum guide are a rationale, performance objectives, techniques, and activities for the teaching of listening and speaking skills in the primary grades. In an introductory chapter basic terms are defined and the need for a study of listening and speaking skills is emphasized. Chapter two review the literature on the nature and on the reaching of speech and listening. Chapter three provides a taxonomy of listening and speaking performance levels. Chapter four is composed of tables of performance objectives in listening and speaking. The bulk of the guide is then devoted to individual lessons which contain performance objectives, instructional aids, teaching techniques, and additional activities. (DD)

ED 082 266 CS 500 431

McEwen, William J., Wittbold, George H.

Assessing the Persuasiveness of Drug Abuse Information. Drug Abuse Information Research Project.

Connecticut Univ., Storrs. Communication Research Program.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—DAIR-6

Pub Date May 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Drug Abuse, *Drug Education, *Information Dissemination, Information Theory, Measurement Techniques, *Persuasive Discourse, *Television Commercials, Television Research

Identifiers—*Drug Abuse Information Research Project (DAIR), Public Service Advertising

The magnitude of the effect television has on young people's lives makes it an important source of drug abuse information, but there is a question as to whether or not such information is persuasive. Some studies indicate that viewer response to anti-drug television commercials falls into four judgmental dimensions: relevant persuasion, negative evaluation, creative stimulation, and the degree of "hard sell." Exploratory study at the University of Connecticut analyzed 114 students'

responses to five commercials with different types of persuasive appeals. The findings of the study were inconclusive. For example, one commercial considered as "hard sell" (threatening or emotional) was perceived as low in persuasive and creative qualities and high in negative reactions, whereas another commercial of the "hard sell" nature was considered persuasive and effective. Results of this study indicate possibilities for future research on persuasive strategies and the effectiveness of statistical measurements to evaluate the effectiveness of these strategies. (RN)

ED 082 267 CS 500 432

Darnell, Donald K.
Confrontation and Knowledge.

Pub Date Nov 73

Note—7p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (59th, New York City, Nov. 8-11, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Critical Thinking, *Evaluative Thinking, *Logical Thinking, *Persuasive Discourse, Philosophy, Productive Thinking, *Thought Processes

Identifiers—*Principle of Confrontation

The "principle of confrontation," rather than traditional systems of logic (induction and deduction), should be employed to determine the reliability and utility of arguments. The principle of confrontation relies on the premise that the validity of any statement may be tested by subjecting it to the "risk of disconfirmation" (criticism by authorities which assesses the consistency of the proposition with previous evidence). Given the principle of seeking disconfirmation (confrontation) and the principle of corrigibility (the willingness to change when we find disconfirmation), it is apparent that speculative and untested "factual" beliefs will become accepted truths less frequently if examined by this method. Not only is the principle of confrontation applicable in the realm of factual knowledge, but it can be applied to value statements as well. Application of the logic of confrontation will provide a unique opportunity to test hypotheses presented by theorists at scholarly conventions and to add an increment of confidence to those hypotheses which survive the test. (EE)

ED 082 268 CS 500 433

Mast, Gerald
The Comic Mind: Comedy and the Movies.

Pub Date 73

Note—353p.

Available from—Bobbs-Merrill Co., Inc., 4300 West 62nd St., Indianapolis, Ind. 46268 (\$5.95)

Document Not Available from EDRS.

Descriptors—Audiovisual Communication, *Comedy, *Film Production Specialists, Films, *Film Study, *History, Humor, *Mass Media, Sound Films, Visual Arts

Identifiers—Film Auteursim, *Film Genres

This book surveys the history of comic films from the beginning of this genre to the present and analyzes the nature of comedy in general and the comic film specifically. The early film makers, especially Keaton, Sennett, and Chaplin, receive detailed attention as originators of the sub-genre of silent comic film. The special characteristics of sound film comedy are also examined in depth. The films of modern artists such as Lubitsch, Clair, Renoir, and Kubrick are used as examples of current trends toward the "clowning" and ironic comic traditions. A statement of "the case for comedy," which sums up the importance of comedy in films and in society, concludes the book. (CH)

ED 082 269 CS 500 434

Aikyns, Robert L. Hanneman, Gerhard J.
Interaction Patterns among Drug Dealers. Drug Abuse Information Research Project.

Connecticut Univ., Storrs. Communication Research Program.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—DAIR-5

Pub Date May 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, Communication (Thought Transfer), *Drug Abuse, *Drug Addiction, *Drug Education, *Information Dissemination, Information Theory, *Interaction Process Analysis, Social Problems

Identifiers—*Drug Abuse Information Research Project (DAIR), Drug Dealers

Drug dealers are often popularly stereotyped as "pushers" who actively engage in enticing young people into the drug habit, but there have been no scientific studies of their behavior or their attitudes on drug abuse or public health. In an attempt to gain information about behavior characteristics and communication patterns of middle class dealers in Connecticut, questionnaires were distributed through user contacts, and 50 anonymous responses were received. Results indicated that dealers tend to be users of the drugs they sell and that their primary motivation is to obtain free drugs, although they also sell drugs as favors to friends. Friendship networks, in fact, are the principal sources for dealers and their customers for awareness of drugs and drug effects, drug abuse, and treatment methods and for initiating neophytes to experimentation. Studies of nonusers of drugs have shown that they, on the other hand, rely more on official drug program agencies and other professional sources for drug information. Implications for drug abuse information dissemination and treatment are discussed. (RN)

EA

ED 082 270

EA 004 453

Bruno, James E. Fox, James N.

Quantitative Analysis in Educational Administrator Preparation Programs. ERIC/CEM State-of-the-Knowledge Series Number Nineteen. UCEA Monograph Series Number Six.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management; University Council for Educational Administration, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—89p.

Available from—University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, Cost Effectiveness, Decision Making, Educational Accountability, Educational Administration, *Management Development, Management Information Systems, Operations Research, Problem Solving, *Program Content, Program Development, *Program Evaluation, *Statistical Analysis, Systems Analysis

Identifiers—*Quantitative Analysis

The demand for administrators and specialists trained in quantitative concepts and skills has increased across the last decade mainly as a result of the accountability movement. Quantitative methods can greatly assist the school administrator in certain decisionmaking processes, although it is essential that he be able to distinguish between those decisions that readily lend themselves to quantitative methods and those that do not. In this monograph, the authors discuss the emerging trend toward the integration of quantitative analysis into the preparation of school administrators. They outline the potential benefits of and the problems associated with the application of such concepts and skills to school administration. The authors present the ideal content of preparation programs in quantitative analysis for general administrators, practicing specialists, and research specialists; and they evaluate both university and nonuniversity programs already in practice. A comprehensive bibliography on quantitative analysis in education is included, as well as brief descriptions of various programs in the field. (Editors)

ED 082 271

EA 004 455

Cronin, Joseph M. Horoschak, Peter P.

Innovative Strategies in Field Experiences for Preparing Educational Administrators. ERIC/CEM State-of-the-Knowledge Series Number Twenty-One. UCEA Monograph Series Number Eight.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management; University Council for Educational Administration, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—49p.

Available from—University Council for Educational Administration, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Administrator Education, Clinical Experience, *Educational Administration, *Educational Strategies, *Field Experience Programs, Human Relations, *Innovation, Internship Programs, Questionnaires, School Surveys, Social Sciences, Teaching Methods

In this monograph, the authors identify four different strategies for field experiences that offer administrative trainees positive applications of theory to practice in educational planning, management, and supervision. In historical perspective, a case study comparison of field experiences conducted at Harvard University and the University of Chicago precedes a report on the current status of field programs as shown by the survey returns of a UCEA questionnaire regarding issues involved in training school administrators. The four strategies -- the traditional school system survey, the human relations approach, the clinical/political action strategy, and the anthropological or sociological research approach -- vary according to the study focus, the type of involvement of students and faculty, and the product or outcomes. Descriptions of specific field training experiences illustrate innovative approaches in the application of the four strategies. (ER)

ED 082 272

EA 005 070

Hudgins, H. C., Jr.

Public School Desegregation: Legal Issues and Judicial Decisions. ERIC/CEM State-of-the-Knowledge Series, Number Twenty-four. NOLPE Second Monograph Series on Legal Aspects of School Administration, Number Three.

National Organization on Legal Problems of Education, Topeka, Kans.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—87p.

Available from—National Organization on Legal Problems of Education, 825 Western Avenue, Topeka, Kansas 66606 (\$3.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Grouping, *Bus Transportation, *Court Cases, Defacto Segregation, Dejure Segregation, *Free Choice Transfer Programs, *Grade a Year Integration, Racial Factors, *School Integration, Zoning

In this monograph, the author presents a history of court decisions that outlawed public school segregation, reviews these decisions, and examines the problems of decision implementation that followed. The texts of some of the opinions delivered by the various courts are presented. Various relevant concepts are also set out in the context of their legal/historical settings, such as tracking, separation-within-the-school, de facto and de jure segregation, zoning, busing, freedom of choice, transferring, grade-a-year and option plans, faculty desegregation, and affirmative powers. The landmark Brown vs Board of Education of Topeka decision is studied with regard to impact, along with other historical segregation rulings. Regarding the problems of court segregation ruling implementation, the author discusses delays, the role of private and neighborhood schools, zoning, and assignment within schools. Judicial restraints and the courts' occasional "get tough" rulings concerning zoning strategies are examined. The author also reviews the courts' relationship to the freedom of choice plans, presenting early decisions, opinions of the plans, and the development of further court "tests." The court's review and eventual disallowance of the "grade-a-year" desegregation plans and the construction and pairing of schools are also discussed in some detail. (Editor/EA)

ED 082 273

EA 005 071

Alexander, Kern Jordan, K. Forbis

Legal Aspects of Educational Choice: Compulsory Attendance and Student Assignment. ERIC/CEM State-of-the-Knowledge Series, Number

Twenty-five. NOLPE Second Monograph Series on Legal Aspects of School Administration, Number Four.

National Organization on Legal Problems of Education, Topeka, Kans.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—82p.

Available from—National Organization on Legal Problems in Education, 825 Western Avenue, Topeka, Kansas 66606 (\$3.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attendance, Civil Liberties, *Court Cases, *Religious Factors, *School Attendance Laws, Student Placement, *Surveys
Identifiers—*Compulsory Attendance, Student Assignment

In this monograph, the author examines the often controversial area of compulsory attendance, its philosophy and implementation. Through various case histories, the State's power vs the fundamental rights of individuals is studied at length. Litigations are reviewed in which a 3-way balance was sought among the State's interest, the child's interest, and the parents' interest. Statutory provisions affecting school attendance and student assignment and placement are outlined, and early compulsory attendance laws are examined to illustrate the progression towards achieving this balance. Tables and appendices enable the reader to compare the approaches of the various 50 States to the subject of compulsory attendance, revealing the existence or nonexistence of such laws themselves and listing the penalties for noncompliance, where such laws are actually in effect. Alternatives and exemptions to compulsory attendance are also discussed. In this area, the historic Wisconsin vs Yoder case is reviewed — a litigation in which the Amish parents successfully contested the State's power to require the school attendance of their children past the eighth grade. Cases involving similar exemptions because of religion, marriage, mental or physical incapacity, distance from school, or work permits are also studied in detail. (Editor/EA)

ED 082 274

EA 005 142

Construction Management. Educational Facilities
Review Series Number 20.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architectural Programming, Construction Costs, *Construction Management, *Educational Facilities, Fast Track Scheduling, *Literature Reviews, Modular Building Design, School Construction, Systems Approach
Identifiers—Building Systems

Replacing the general contractor with a "construction manager" directly accountable to the owner promises greatly improved control over cost and scheduling economies. The construction manager should have special skills in construction, cost analysis, critical path method scheduling, and be familiar with the qualifications of local subcontractors. When coordinated with fast-track scheduling (overlapping phases of design and construction that have traditionally occurred end-to-end) and pre-engineered building systems, construction management not only achieves dramatic savings in time and money, but also insures that the completed building meets the objectives for which it was originally intended. This review surveys many recent journals and several documents previously announced in ERIC catalogs pertaining to the conception and application of construction management for school building programs. The majority of the literature surveyed discusses the nature of the construction management team, emphasizing the need for the educator-client to participate directly in the decision-making processes of the building program. (Author)

ED 082 275

EA 005 144

Barracough, Terry

Program Evaluation. Educational Management
Review Series Number 21.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Contract—OEC-0-8-080353-3514

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Curriculum Evaluation, *Educational Administration, Educational Objectives, Evaluation, Evaluation Criteria, *Evaluation Methods, *Evaluation Techniques, *Literature Reviews, Models, Program Administration, *Program Evaluation, Program Improvement

Program evaluation enables administrators to determine the merits of existing programs and the need for new ones. It can lead to revision, deletion, or inception of educational programs. This review examines general information on program evaluation, including evaluation design, methodology, and bibliographic materials. Eleven of the documents reviewed are available from the ERIC Document Reproduction Service. A supplementary bibliography lists documents on program evaluation within specific program areas. (Author)

ED 082 276

EA 005 157

Derr, C. Brooklyn

Evaluation of the Boston-Harvard EPDA Summer Institute in Administration (Harvard, Massachusetts, June 5-16, 1972).

Pub Date 8 Dec 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication Skills, *Group Relations, *Interpersonal Competence, *Organizational Development, Problem Solving, Program Evaluation, Simulation, *Teacher Motivation, Teacher Participation, *Teacher Supervision

The Institute was set up to introduce an alternative to current methods of staff supervision. To implement this alternative, members of the Boston Department of Staff Development were trained in effective interpersonal communication, a goal-setting technology to enhance teacher motivation, procedures for setting meaningful and measurable objectives, and the use of evaluation processes to change behavior and to improve performance. The training instruments used in the course, such as case studies, simulations, games, and problem solving and action planning are discussed in the report along with an evaluation of the effects of the training. (JF)

ED 082 277

EA 005 268

Saxe, Richard W.

Alternative Strategies of Citizen Participation in the Public Schools.

Pub Date Feb 73

Note—18p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Citizen Participation, Community Control, *Decentralization, Models, *Organization, *Politics, *Public Schools, School Administration

The author explains how the traditional (hierarchical and bureaucratic) school district model inhibits citizen participation, and he describes the effects on citizen participation of two other models — a decentralized model or a community control model. Chicago's experience with a decentralized model and New York City's experience with a community control model are described in order to demonstrate the problems that arise in those models. The author concludes that the model needed by school administrators for community involvement is a political one. In such a model, the administrator is involved in the political influence process — negotiating, bargaining, and making tradeoffs. (JF)

ED 082 278

EA 005 309

New Academic Building: Newark State College. A Progress Report.

New Jersey State Dept. of Higher Education, Trenton.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Oct 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Architectural Programming, Building Design, College Buildings, *College Planning, Construction Management, Cost Effectiveness, Facility Utilization Research, *Flexible Facilities, *Modular Building Design, Site Selection, Structural Building Systems, *Systems Approach

Identifiers—ABS, *Academic Building System, Newark State College

The major special feature of a planned college building is the application of Academic Building System (ABS) planning concepts to the building design and construction. The primary feature of this approach is total future flexibility of general academic space by use of movable and compatible subsystems. These subsystems appear in the form of partitions and integrated light/air ceilings and mechanical distribution systems in nonobstructed space modules, which are separated from towers containing fixed elements of mechanical-electrical service and vertical circulation. The concept as a whole takes into consideration the cost of academic buildings in meeting changing and unknown programs. A summary of a cost analysis of the economic implications of the ABS concepts versus conventional building techniques is included. (Photographs and diagrams may reproduce poorly.) (Author/MLF)

ED 082 279

EA 005 311

Producers of Fast Incremental Space.

Rensselaer Polytechnic Inst., Troy, N.Y. Center for Architectural Research.

Pub Date Jan 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Building Design, Building Materials, Component Building Systems, *Construction Industry, *Construction Needs, *Merchandise Information, *School Expansion, Structural Building Systems

Identifiers—*Incremental Space

School districts sometimes need to add relatively small increments of high quality educational space to their existing physical facilities. For some of these situations, the portable or relocatable classroom is the answer; in other cases, the district needs different or more permanent space—quickly. This document comprises six charts that present detailed information about 35 producers, or in some cases, building systems (representing multiple producers). The list, produced in response to requests for "leads" in this area of fast, incremental space, is designed to show the range of possibilities rather than to be comprehensive. Each industry or building system appears on the charts categorized according to (1) general industry characteristics, (2) product description — structural, (3) sub-system characteristics, (4) production-delivery-erection characteristics, (5) educational facilities and costs data, and (6) interest and conditions characteristics. (Author)

ED 082 280

EA 005 312

Fringe Benefits for Superintendents of Schools.

ERS Circular No. 3.

Educational Research Service, Washington, D.C.

Report No.—ERS-Circ-3

Pub Date Jun 70

Note—29p.

Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Contracts, *Fringe Benefits, Insurance Programs, Leave of Absence, Professional Associations, Professional Continuing Education, *Questionnaires, Retirement, Salaries, School Districts, *School Superintendents, Statistical Data, Tables (Data), Transportation
To meet the need on the part of superintendents and school boards for data on nonsalary benefits provided the administrative heads of local school systems throughout the country, questionnaires were sent to superintendents of the 555 school systems enrolling 12,000 or more pupils and to 318 superintendents in smaller systems. The findings, discussed in the text and summarized in a series of tables, concern salaries, length of contracts, annual paid vacation, indirect transportation arrangements, leaves of absence, group insurance coverage, retirement income, professional obligation expenses, relocation

expenses, and other fringe benefits provided. (Author/MLF)

ED 082 281 EA 005 313

School Year for Pupils and Teachers, 1969-70.

ERS Circular No. 4.

Educational Research Service, Washington, D.C.

Report No.—ERS-Circ-4

Pub Date Jul 70

Note—34p.

Available from—Educational Research Service, Box 5, NEA Building, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Contracts, Elementary Schools, Employment Statistics, Inservice Teacher Education, *Noninstructional Responsibility, *Salary Differentials, *School Calendars, Secondary Schools, Teacher Associations, *Teacher Attendance, Teacher Employment

School systems with enrollments of 12,000 or more were queried concerning the length of school year for pupils and teachers and asked that the extra duty days for teachers be identified as to specific purpose. Summary tables by enrollment stratum show the reported length of school year for pupils and teachers, the number of duty days for which teachers are paid beyond the school year for pupils, paid days for professional meetings and inservice training, and other paid duty days included in teachers' contracts. A table reports the mandated minimum employment term for teachers and days of classroom instruction for pupils in each State as of July 1, 1970 and the authority for the Statewide mandate. In the remaining tables, schools are named and listed by enrollment stratum with the above information provided. (Author/MLF)

ED 082 282 EA 005 327

Pfele, Philip K. Hall, John Stuart

Voting in School Financial Elections—Some Partial Theories. State-of-the-Knowledge Series, No. 28.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Contract—OEC-0-8-080353-3514

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Bond Issues, Community Attitudes, Community Responsibility, *Educational Finance, Educational Research, Literature Reviews, Political Attitudes, Research Reviews (Publications), *School Budget Elections, School Support, Socioeconomic Status, *Theories, *Voting

Identifiers—*Voter Behavior

In this paper, the authors attempt to provide a basic outline of what is known about the determinants of success or failure in school financial elections. The research, conducted since 1960, comes from several academic disciplines, employs a wide variety of techniques and methods, and is geographically representative of the United States. Significant findings, drawn from an analysis of over 100 empirical research reports, are integrated with partial theories based on economic self-interest, socioeconomic status, community responsibility and distance attitudes, and a politicized electorate versus an informed democratic electorate. Research that outlines the groups of voters most likely to vote "yes" on school financial issues and that contrasts them with those voters most likely to vote "no" is also summarized. The authors comment on changes in the traditional voting patterns in school financial elections and the trend toward increasing defeat of school financial issues by groups that have traditionally supported such issues. An appendix comprises a synthesis of the research reviewed and shows dependent and independent variables as correlates by "yes" voting and election success; and a 238-item bibliography on voter behavior in school financial elections. (Author/EA)

ED 082 283 EA 005 329

Lutonsky, Linda, Ed.

Portal Schools. Final Report.

Council of the Great City Schools, Washington, D.C.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Teachers Corps.

Pub Date [73]

Grant—OEG-0-71-3354(716)

Note—77p. Photographs may reproduce poorly. Available from—Council of the Great City Schools, 1707 "H" Street, N.W., Washington, D.C. 20006 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, *College School Cooperation, Community Involvement, *Curriculum Development, *Educational Innovation, Elementary Grades, Inservice Programs, Performance Based Teacher Education, Special Education, *Teacher Centers, *Teacher Education, Teacher Qualifications, Urban Education

Identifiers—*Portal Schools
The Portal School concept envisions a group of schools established in school systems that work closely with a university and that desire to participate in teacher education. This monograph represents a collection of experiences shared by initial developers of the Portal School strategy—Florida State University, the University of Georgia, and Temple University—and Teacher Corps projects in Buffalo, New York; Pueblo, Colorado; and Atlanta, Georgia that have utilized the Portal School strategy. The Portal School strategy brings separate educational institutions together into a working relationship to provide reality-based and field-centered teacher education and improved learning opportunities for children. The strategy has emerged from two different conceptual sources—the competency-based teacher education models projects and the Temple-University-Philadelphia plan. The monograph serves as a final project report and is intended to provide alternative interpretations of how the Portal School strategy can be used to meet local needs. (For related documents, see ED 062 683 and ED 067 734.) (Author/MLF)

ED 082 284 88 EA 005 330

Simu-School: Center for Urban Educational Planning.

Chicago Board of Education, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No—71-7619

Pub Date Apr 73

Grant—OEG-5-71-0078(290)

Note—40p.; A related document is ED 055 366

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Involvement, *Educational Planning, Information Centers, Information Dissemination, Management Information Systems, Models, *Planning (Facilities), Program Coordination, *Simulation, *Urban Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Simu School

Educational planners face a difficult task of providing quality education to large masses of urban students in the face of decreased revenues, soaring costs, shifting populations, and changing educational programs. Project Simu-School is intended to provide an action-oriented organizational and functional framework necessary for tackling the problems of modern day education planning. Its main objects are to improve the state-of-the-art in educational planning by encouraging research and development; upgrade planning in local areas; improve knowledge and skills of educational planners; investigate alternative strategies for specific planning problems; provide easy access to information about planning; and promote wider community involvement in the planning process. Federal funding has enabled five local education agencies to become components in the development of the national project. The locations and tasks of these agencies are cited. A detailed report of the Chicago component's first year activities and planned program is presented. (Page 33 may reproduce poorly.) (Author/MLF)

ED 082 285 88 EA 005 345

Facilitating Learning Through Systems Modification. Planning-Operational Year July 1, 1971 to June 30, 1972. First Interim Evaluation Report.

Cape Girardeau School District 63, Mo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City.

Bureau No—35-71-02-0

Pub Date 1 Aug 72

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classroom Observation Techniques,

*Educational Change, Educational Innovation, Educational Planning, Goal Orientation, Information Dissemination, *Inservice Teacher Education, *Instructional Systems, *Program Evaluation, Questionnaires, Schedule Modules, Secondary Schools, Systems Approach, Tables (Data), Teaching Methods, Teaching Techniques, Team Teaching, *Trimester Schedules

Identifiers—*Cape Girardeau Project, Elementary Secondary Education Act Title III, ESEA Title III

The Cape Girardeau Project was involved in planning-operational year activities during the 1971-72 academic year. The two major kinds of activities centered on those dealing with planning and pilot classes in preparation for implementing the innovative Trimester/Modular Scheduling Plan at Cape Central Senior High School; and those aimed at preparing teachers through inservice education for more effective use of extended class periods under the new scheduling plan. Project activities in preparation for entering into the Trimester/Modular Scheduling Plan consisted of scheduling pilot classes from different disciplines and for several courses in double-period blocks of time for either one semester (90 days) or one trimester (60 days); planning sessions involving administrators, teachers, guidance counselors, and computer specialists; and professional travel to observe similar innovative scheduling plans. In preparation for the more effective use of extended daily class periods, project teachers were given a 32 week program of inservice education; professional travel to observe and study new kinds of organization for instruction and teaching strategies; supporting instructional services; and planning for team teaching. (Author)

ED 082 286 EA 005 349

Administrative/Supervisory Skills and Methods for Elementary and Secondary School Principals. A Collection of ERIC Document Resumes. An ERIC Abstract.

National Association of Elementary School Principals, Washington, D.C.; National Association of Secondary School Principals, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—23p.

Available from—NAESP/NAESP Administrator Leadership Clinics, 1801 North Moore Street, Arlington, Virginia 22209 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, *Administrator Role, Annotated Bibliographies, Decision Making, Elementary Schools, Instructional Improvement, Leadership Responsibility, *Principals, School Administration, Secondary Schools, *Supervision, Supervisors, Supervisory Activities, *Supervisory Methods, Teacher Evaluation, *Teacher Supervision

This compilation of abstracts reflects documents that concern supervisory and administrative theory, skills, and methods, including models, procedural steps, research reports, and bibliographic information. Based on document resumes in issues of RIE through July 1973, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, alternate availability, and the abstract. The documents are listed alphabetically by author and are numbered. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

ED 082 287 88 EA 005 350

Initiating Instructional Change Through Modified Administrative Behavior by Elementary Principals. End-of-Project Report.

Spartanburg County School District 7, S.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; South Carolina State Dept. of Education, Columbia.

Report No.—DPSC-69-6816

Pub Date 30 Jun 72

Note—180p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrator Education, *Administrator Role, Educational Change, *Elementary Schools, Handicapped Students, *In-service Programs, Instructional Innovation, Language Arts, Mathematics Education, *Principals, Program Evaluation, Questionnaires
 Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

During the project period reported, a core of meetings covering 12 distinct topics provided a vehicle for continuing involvement of principals in group development. Project staff members undertook visitations to schools of participating principals to provide needed assistance, support, and encouragement in change and/or program evaluation efforts. The four stated objectives of the Project were to increase principals' levels of administrative competence; improve the level of innovativeness in elementary schools; increase the level of implementation of child-centered activities; and train a number of key personnel who, in the future, might serve as elementary school principals. (Author)

ED 082 288 EA 005 351

Macdonald, James B. And Others.
Reschooling Society: A Conceptual Model.
 Association for Supervision and Curriculum Development, Washington, D.C.
 Report No.—ASCD-17950
 Pub Date 73
 Note—46p.

Available from—Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock Number 17950, \$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Educational Change, *Educational Philosophy, Ethical Values, Futures (of Society), *Humanization, *Models, *Open Education, Self Actualization
 Identifiers—*Educational Alternatives

Three professors of education examine constructively the kinds of environments, relationships, concepts of content and curriculums, evaluations, and settings for learning that the struggle for humane educational change requires. They propose an alternative model of education that emphasizes values and processes consistent with a commitment to an explicit humanistic ethical concept. The authors contend that learning is the exploring, integrating, and transcending of the immediate experience. Therefore, the learning environment should provide a wide range of options for students and teachers alike; opportunities for action and direct participation by students and teachers at all levels of decisionmaking; and for radically different, individually defined, emerging directions. The schooling model offered here as an alternative to the behavioral objectives model is rooted in explicit value choices and in consistently derived interpretations of the present cultural milieu. (Author/MLF)

ED 082 289 EA 005 352

Cober, John G. Reynolds, Robert N.
Better School Buildings for Less Money: A Report of a Survey of 50 Pennsylvania School Buildings.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
 Pub Date Mar 73
 Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Improvement, *Cost Effectiveness, Educational Specifications, *Evaluation, Facility Utilization Research, *Planning (Facilities), *School Buildings, School Design, Space Utilization, *Surveys
 Identifiers—*Pennsylvania

This study of facilities constructed from 1965 through 1969 attempted to determine how to effect economy and efficiency of function in future school buildings; and to determine whether State Board of Education regulations were viewed as underrestrictive, reasonable, or overrestrictive; whether educational specifications were developed and used by the architect in planning the buildings; and whether the buildings were being used in the ways intended. A special survey form was developed to gather data from principals of buildings, superintendents of schools, teachers, building and grounds supervisors, and custodians. Questions relating to economics, State board regulations, the better and the less satisfactory features, and the extent of communication

between the architect and educators were answered from interview responses of the various local school people. Data concerning room schedule practices (including utilization, number of pupils, and multipurpose use spaces) were gathered from tables. The report lists common mistakes to avoid, underscores the need for comprehensively documented educational specifications, and provides suggestions and recommendations for school personnel planning new facilities. (Photographs may reproduce poorly.) (Author)

ED 082 290 EA 005 363

Mushkin, Selma J. Stageberg, Stephen
National Assessment and Social Indicators, January 1973.

Georgetown Univ., Washington, D.C. Public Services Lab.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.
 Report No.—DHEW-OE-73-11111
 Pub Date 73

Contract—OEC-0-70-4454

Note—58p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (Stock No. OE-73-11111, \$0.85 or \$0.60 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Educational Assessment, *Federal Programs, Futures (of Society), *Measurement, Sex Differences, *Social Characteristics, Social Factors, Statistical Data, *Tests

Identifiers—National Assessment of Educational Progress

National Assessment is a survey of how much U.S. citizens know about and what they are capable of doing in 10 broad subject areas. This pamphlet outlines the types of findings on educational achievement that might be made from the statistical data on knowledge, attitudes, and skills being gathered. Additionally, the report examines social indicators that could be developed from the data; explores the use of National Assessment data for the understanding of educational achievement; and considers how National Assessment might contribute to a measurement of the quality of life. (Author/JFF)

ED 082 291 24 EA 005 365

Singer, Frank A.

Self-Instructional Materials for Topics in Elementary Accounting — A Means to the Demonstration of Pay-Offs from Individualizing Time-To-Complete. Final Report.

Massachusetts Univ., Amherst. School of Business Administration.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No.—BR-0-A-014

Pub Date 1 Sep 72

Grant—OEG-1-000014-0020(509)

Note—389p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Accounting, Case Studies, College Curriculum, *College Instruction, Higher Education, *Independent Study, *Programmed Materials, *Program Evaluation

The materials in this report provide a case study of the development and validation of self-instructional lessons on four topics customarily included in a first college accounting course. For each topic, performance objectives were embodied in four criterion tests. The author provides documents relating to departmental curriculum decisions and to a personnel grievance that hampered the project. The project evaluation was accomplished by teaching elementary accounting both conventionally and by the system employing self-instructional materials during one semester and then comparing the performance scores of treatment groups on a number of subtests by analysis of variance. According to the report, those students who used the self-instructional materials did significantly better on subtests than did the conventionally taught students. The complete self-instructional materials and tests are contained in the document. (Author/JFF)

ED 082 292 EA 005 369

Cockburn, Ilze, Comp.

The Open School. An Annotated Bibliography. Current Bibliography No. 4.

Ontario Inst. for Studies in Education, Toronto.

Library.

Pub Date Jun 73

Note—41p.

Available from—Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto M5S 1V6, Ontario (Canada) (\$2.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Literature Reviews, *Open Education, *Open Plan Schools, *Resource Materials, *School Environment

In 1970, the OISE library published an annotated bibliography entitled, *Open Plan* (See ED 051 549), that covered the design of open plan schools and the educational practices connected with these facilities. Since then, a clearer distinction has developed between the terms "open plan" and "open education." This revision of the earlier volume covers both these aspects of openness, but in two separate parts. Part I covers open education. Much of the current literature on open education is concerned with (1) evolving a theory to support or validate existing practices and (2) with developing criteria to measure the openness of programs to provide a framework for research. The items in this section are arranged under general; theory, analyses, definitions; and research. Part II covers open plan schools. The earlier concentration on design and construction has changed to an emphasis on the assessment of the effects of open space on students, teachers, and educational programs. Thus there is an expanding literature of research. The items in this section are arranged under designs and descriptions, and research. The overall concentration is on selected references to materials published since 1970, but a few basic items and pertinent Canadian references from the earlier bibliography are also included. Those items available from the ERIC document reproduction service are so indicated. (Compiler/EA)

ED 082 293 EA 005 385

Irwin, Martha Russell, Wilma
The Community Is the Classroom.

Pub Date 71

Note—131p.

Available from—Pendell Publishing Company, P.O. Box 1666, Midland, Michigan 48640 (\$5.95)

Document Not Available from EDRS.

Descriptors—Comparative Analysis, Cooperative Planning, *Elementary Grades, Instructional Improvement, Learning Motivation, *Open Education, Problem Solving, *Relevance (Education), Resource Allocations, *School Community Relationship, Student Centered Curriculum, Student Participation, Teacher Centers, Teacher Education, *Urban Areas

Identifiers—*Community Centered Curriculum, Experiential Learning

In this book, the authors document experiences that indicate that the open classroom -- the community itself -- constitutes distinct advantages over standard concepts. Using many actual cases, the authors show how students facing the realities of life -- particularly in urban areas -- provide their own and satisfactory answers to problems. According to the authors, it is in the open classroom (defined as the community) that skills and knowledge are not seen as ends in themselves; but where learning becomes fused into the student's consciousness as a series of solutions to the problems presented by life itself. They contend that community-centered instructional programs achieve a significant improvement in speed, retention, and relevancy factors. Examples are used to detail how the community-centered classroom is an answer to the oft-repeated urge to make education relevant. (Editor/EA)

ED 082 294 EA 005 390

Progress and Problems in Achieving Objectives of School Lunch Program. Food and Nutrition Service, Department of Agriculture. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Congress of the U.S., Washington, D.C.; Food and Nutrition Service (DOA), Washington, D.C.

Report No.—GAO-B-178564

Pub Date 29 Jun 73

Note—46p.

Available from—U.S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20548 (\$1.00, check or money order only)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, *Federal Programs, *Low Income Groups, *Lunch Programs, Nutrition, Parent School Relationship, *Program Administration, *Program Effectiveness, School Policy, Student Participation, Unit Costs

A review of the administration of the school lunch program was initiated to determine whether the program objectives -- making nutritious lunches available to all school children and providing them free or at reduced prices to needy children -- were being achieved effectively. The review included visits to 46 schools in 13 districts in California, Indiana, Kansas, Kentucky, Michigan, and Texas. The principal obstacles found in reaching all needy school children are schools' adoption of practices in administering the free- and reduced-price lunch policy that do not comply with Food and Nutrition Service regulations; needy families' refusal to have their children accept the school lunches free or at reduced prices; and the inadequate coverage by FNS regional office and State agency reviewers of the schools' implementation of, and success in complying with, free- and reduced-price lunch policies. (Author/MLF)

ED 082 295

EA 005 396

Means, R. Don

Mini Course Directory.

Clarion State Coll., Pa.

Spons Agency--Pennsylvania Council on Year-Round Education; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date [73]

Note--48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art, Business Education, *Courses, *Directories, English, Family Management, Home Economics, Industrial Arts, Languages, Mathematics, Music, Physical Education, Sciences, *Secondary Schools, Shop Curriculum, Social Studies, *Units of Study (Subject Fields)

Identifiers—*Mini Courses, Pennsylvania

Lists Pennsylvania school districts that are currently offering minicourses. The courses are presented alphabetically by subject area, with school district information (names, addresses, and telephone numbers) being provided according to the number of weeks that each course is offered (4, 9, 12, or 18 weeks.) School districts listed have agreed to share their minicourse materials with other interested districts. (Author/MLF)

ED 082 296

EA 005 397

McLain, John D., Comp. Means, R. Don, Comp. Current Status of Year-Round Education in America.

Clarion State Coll., Pa.

Spons Agency--Pennsylvania Council on Year-Round Education; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Mar 73

Note--78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Schools, Information Dissemination, *Questionnaires, Secondary Schools, *State Action, *State Departments of Education, *Year Round Schools

This document contains duplicates of the completed single page questionnaires sent in January 1972 to State Departments of Education. These pages are arranged in alphabetical order by State, and provide information as to persons in the State Departments of Education responsible for the development of year-round education, or one to write for further information; the minimum number of days required for a school year; and if the State provides support for the operation of school longer than the required number of days in the form of summer school or approved year-round programs. Appendixes contain lists of local schools and the persons to contact in (1) schools that operated a year-round education program for all or part of their students during the summer of 1972, (2) schools that expected to operate a year-round education program during the summer of 1973, and (3) schools conducting feasibility studies or otherwise seriously considering the adoption of year-round educational programs. (Light copy may reproduce poorly.) (MLF)

ED 082 297

EA 005 398

Women: A Significant National Resource.

American Association of School Administrators, Washington, D.C.; National Council of Administrative Women in Education, Washington, D.C.

Pub Date Feb 71

Note--50p.; Speeches given before National Council of Administrative Women in Education Annual Meeting (Atlantic City, New Jersey, February, 1971)

Available from--National Council of Administrative Women in Education, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Personnel, *Administrator Role, Comparative Statistics, Educational Administration, Employment Opportunities, *Females, *Feminism, Higher Education, Professional Associations, School Administration, *Sex Discrimination

Believing that society, including children, suffers from the underutilization of more than half the talents available to educational administration, an annual meeting was devoted to a workshop designed to present and provide study of the pertinent facts. Keynote addresses by Congresswoman Edith Green, Wayne O. Reed, Earl C. Funderburk, Dorothy Johnson, and Mathilda Gilles include current statistics on the status of women, information relative to that status, and the philosophies presented by the speakers. Emphasis is placed on the significant contribution women can make, particularly in school administration. (Photographs may reproduce poorly.) (Author)

ED 082 298

EA 005 399

Thrasher, James M.

Effective Planning for Better School Buildings.

Pub Date 73

Note--35p.

Available from--Pendell Publishing Company, P.O. Box 1666, Midland, Michigan 48640 (\$1.50)

Document Not Available from EDRS.

Descriptors—Administrator Guides, Administrator Role, Architects, Board of Education Role, *Community Involvement, Community Role, Consultants, Educational Facilities, *Educational Specifications, Planning, *Planning (Facilities), *School Buildings, Student Role, Teacher Role

Identifiers—Educational Consultants

Citizens, students, and teachers, as well as architects and administrators, should be actively involved in planning for school buildings. This involvement is essential in order that school plants serve their purpose -- facilitating learning. Participation in planning helps to insure financial support and intelligent use of buildings when they are completed. A strong plea is made for provision for enough planning time for thinking and discussion of the kinds of programs, curriculum and experiences for which the facilities are needed. Acceptance and implementation of the concepts -- facility planning as an integral part of curriculum development and all of those affected by the school program to be involved in planning -- should assist in the strengthening of education. (Editor)

ED 082 299

EA 005 400

Hawkins, Harold L.

Appraisal Guide for School Facilities.

Pub Date 73

Note--96p.

Available from--Pendell Publishing Company, P.O. Box 1666, Midland, Michigan 48640 (\$5.00)

Document Not Available from EDRS.

Descriptors—*Educational Facilities, *Evaluation Techniques, *Planning (Facilities), *Rating Scales, School Environment, School Maintenance, School Safety, Site Analysis, Space Utilization, Structural Building Systems

Written to answer a long-felt need for a comprehensive, up-to-date planning instrument to measure the quality of school facilities, this appraisal guide serves as a road map for school administrators and boards involved in any type of building program. The guide attempts to evaluate school facilities in terms of their general condition as well as their suitability to meet the educational program of the community. Criteria are categorized according to site, structural and mechanical, building environment, school safety,

space utilization, and maintainability. The guide comprises 155 items, each important to the function of a school. The guide can be used to (1) formulate a permanent record, (2) highlight specific needs, (3) examine the need for new facilities, (4) evaluate the need for renovation, and (5) serve as an instructional tool. (Author)

ED 082 300

EA 005 404

Annual Evaluation Report on Education Programs: Fiscal Year 1972.

Office of Education (DHEW), Washington, D.C.

Office of Planning, Budgeting, and Evaluation.

Pub Date Mar 73

Note--333p.; Part of the document may reproduce poorly, especially pages 76 and 197

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Adult Education Programs, Annual Reports, Educational Objectives, *Educational Programs, *Educational Research, Educational Technology, Elementary Education, Evaluation, *Evaluation Methods, *Federal Programs, Higher Education, Library Programs, Professional Training, Program Descriptions, *Program Evaluation, Secondary Education, Special Education, Vocational Education

Identifiers—*Office of Education

A comprehensive report on the 82 Office of Education programs is provided in this evaluation of the programs for fiscal year 1972. The status of the evaluation function itself is briefly discussed; a general overview is made of the effectiveness of the Office of Education programs; the highlights of new findings from recent evaluation studies are discussed; and the Federal education programs that had been started and were in process during FY 1972 are shown. Evaluation reports are provided for each of the educational programs and legislative titles. These reports appear under the program categories: Elementary and Secondary Education, Education for the Handicapped, Vocational and Adult Education, Higher Education, Education Professions Development, Libraries, Educational Technology, Special Demonstration, Educational Research and Development, and Educational Dissemination. Each program is presented in the same format: Program Name, Legislation, Expiration Date; Funding History, Program Purpose and Operation, Program Effectiveness, Ongoing and Planned Evaluation Studies, and Sources of Data. An appendix contains an extract from the FY 1971 Annual Evaluation Report on a general overview of the effectiveness of the Office of Education program. (For related document, see ED 065 738.) (Author/DN)

ED 082 301

EA 005 405

Departments of Labor and Health, Education, and Welfare Appropriations for 1974. Hearings Before a Subcommittee of the Committee on Appropriations, House of Representatives, Ninety-Third Congress, First Session. Part 2, Department of Health, Education, and Welfare: Education Division.

Congress of the U.S., Washington, D.C. House Committee on Appropriations.

Pub Date 73

Note--1,345p.; Pages 1076, 1077, 1172, 1277-1282, and 1292-1309 may reproduce poorly

EDRS Price MF-\$0.65 HC-\$46.06

Descriptors—Adult Education, *Education, Educational Development, *Federal Aid, Federal Government, *Federal Legislation, *Federal Programs, Higher Education, Information Dissemination, Legislation, Library Services, *Public Education, Research and Development Centers, Revenue Sharing, Special Education, Student Loan Programs, Tables (Data), Vocational Education

Identifiers—National Institute of Education, NIE, Office of Education, USOE

This document examines the scope, operation, and effectiveness of the Education Division of the U.S. Department of Health, Education, and Welfare, which is composed of the office of the Assistant Secretary of Education, the Fund for Postsecondary Education, the National Institute of Education, and the U.S. Office of Education. The hearings concentrated on school assistance in federally affected areas; emergency school assistance; education for the handicapped; elementary and secondary education, Title I and III ESEA programs; occupational, vocational, and adult education; research and development programs; higher education; the student loan insurance fund; higher education facilities loan and

insurance fund; educational development; educational activities overseas; the salaries and expenses of the U.S. Office of Education; library resources; information dissemination; and basic educational opportunity grants. Numerous tables of statistical data are included throughout the presentation. (Author/DN)

ED 082 302

EA 005 407

Heim, John J.

What Research Says About Improving Student Performance. A Manual for Administrators.

New York State Education Dept., Albany. Bureau of School Programs Evaluation.

Pub Date Mar 73

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Academic Performance, *Administrator Guides, Attendance, Decision Making, Educational Economics, Educational Finance, *Educational Improvement, Educational Quality, *Educational Research, Educational Technology, Educational Trends, Resource Allocations, Salaries, Student Characteristics, *Student Improvement Identifiers—*Production Function (Education)

Aimed at educational decisionmakers, this report is intended to help close the research-implementation gap by summarizing the results of an extensive review of educational research on variables related to student performance and resource allocation decisions at the school district level. The trends in research findings about factors related to student achievement are used to address 10 important issues in education. Some of these issues are: (1) the importance of schooling; (2) student/school characteristics systematically related to student achievement; (3) mixing students from different socioeconomic backgrounds to improve achievement levels of the disadvantaged; (4) relationship of development in the cognitive and noncognitive domains; (5) difference that teacher-related factors make on cognitive and noncognitive development; (6) the impact of school administrators and supervisors on student development; and (7) financial measures as indications of school quality. The document discusses how the study results are summarized and summarizes and interprets the study findings. A 97-item bibliography lists the studies reviewed. (Author/DN)

ED 082 303

EA 005 409

Illinois School Problems. A Report.

Illinois State School Problems Commission, Springfield.

Spons Agency—Illinois State General Assembly, Springfield.

Report No.—SPC-R-12

Pub Date 73

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Negotiation, Educational Administration, *Educational Finance, *Educational Legislation, *Educational Problems, Equalization Aid, Financial Problems, Full State Funding, School Taxes, State Aid, *State Legislation Identifiers—*Illinois

This document contains a summary of the recommendations made in 1972 and 1973 by the Commission to the Illinois Legislature. Areas covered in the proposed educational legislation and in the recommendations include the common school fund, adult education, the gifted program, special education, the bilingual program, urban education, pupil transportation, the parental school, the breakfast and lunch program, a full-year incentive program, continuing boards where charters are abandoned, a State school board, subdivision of land for school purposes, educational assessment, financial planning, adjustment of tax levies, and a program of research on district organization. The findings of the commission, task forces, and committees on methods of funding the common schools are summarized. These summaries give special attention to the equalizing and weighting formulas developed by the research groups. The document concludes with a proposed negotiation bill for resolving conflicts in the education community. Numerous tables in the appendixes compare expenditures among various districts in Illinois and present time series data on the changing pattern of State aid to the school districts. (Author/DN)

ED 082 304

EA 005 410

Eastmond, Jefferson N.

An Assessment of Educational Needs in the San Francisco South Bay Area of California. Project BASICS.

World-Wide Education and Research Inst., Salt Lake City, Utah.

Spons Agency—Archdiocese of San Francisco School Board, Calif.; Fremont Unified School District, Calif.; San Jose Unified School District, Calif.

Pub Date Mar 71

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Bases, *Educational Assessment, *Educational Needs, *Educational Objectives, *Educational Philosophy, *Educational Planning, Educational Strategies, Individualized Instruction, Instructional Improvement, Instructional Systems, Learning Processes, *Primary Education, Public Opinion, Student Needs, Student Opinion, Success Factors, Systems Approach Identifiers—California, Project BASICS, San Francisco

Project BASICS attempts to determine which of the successfully demonstrated reading and mathematics strategies will produce mastery learning for different types of students in terms of their individual characteristics and needs. It focuses on the discovery and implementation of alternative strategies for mastery learning with an innovative school setting. The overall objective is to provide solution strategies for students (K-3) to result in 90 percent of the project students achieving at the same mastery level as the top 20 percent of California students in normal classroom situations. The project seeks to resolve the problem of reading, communications skills, and mathematics deficiencies by using the seven basic steps of the scientific method in its system approach to education planning and problem-solving. This booklet, the first of a series, is devoted to step one: identify critical needs. Subsequent booklets deal with the succeeding steps. Described are the steps taken to identify needs in the South Bay area. These steps are presented graphically and each is treated separately. They are: (1) identify concerns about primary education, (2) isolate and publish the critical needs, (3) formulate an educational operational philosophy, and (4) compile a fact-policy data bank. To identify concerns, (5) opinion poll surveys were made of parents, pupils, teachers, and citizens; and (6) surveys were made of research experts, and forecasts. These data were then (7) analyzed and (8) utilized as a base for conducting interaction sessions on the data and the project goals. (Author/EA)

ED 082 305

EA 005 411

Eastmond, Jefferson N.

Defining Critical Needs into Problems and Constraints in the San Francisco South Bay Area of California. Project BASICS.

World-Wide Education and Research Inst., Salt Lake City, Utah.

Spons Agency—Archdiocese of San Francisco School Board, Calif.; Fremont Unified School District, Calif.; San Jose Unified School District, Calif.

Pub Date May 71

Note—46p.; Related documents are EA 005 410 and EA 005 412

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *Educational Needs, *Educational Planning, Educational Strategies, Individualized Instruction, *Instructional Improvement, Instructional Systems, Interpersonal Competence, Learning Processes, Learning Readiness, *Primary Education, *Problem Solving, Self Esteem, Student Development, Student Motivation, Student Needs, Success Factors, Systems Approach Identifiers—California, *Project BASICS, San Francisco

Project BASICS attempts to answer questions about which of the best reading and mathematics strategies will produce mastery learning for what types of students in terms of their individual characteristics and needs. It focuses on the discovery and implementation of alternative strategies for mastery learning with an innovative school setting. The overall objective is to provide solution strategies for students (K-3) to result in 90 percent of the project students achieving at

the same mastery level as the top 20 percent of California students in normal classroom situations. The project seeks to resolve the problem of reading, communications skills, and mathematics deficiencies by using the seven basic steps of the scientific method in its system approach to education planning and problem-solving. This booklet, the second of a series, is devoted to step two: translate needs into problems and constraints. Subsequent booklets deal with the succeeding steps. Described are the steps taken to identify the problems in the South Bay area. These steps are presented graphically and each is treated separately. They are: (1) Compose the problem statement; (2) formulate the mission phase; (3) define performance requirements and constraints, and identify and store methods/means; (4) synthesize the mission; (5) identify enabling policies; and (6) apply the problem definition criteria. (Author/EA)

ED 082 306

EA 005 412

Eastmond, Jefferson N.

An Analysis of Curriculum Fundamentals for Program Objectives in the San Francisco South Bay Area of California. Project BASICS.

World-Wide Education and Research Inst., Salt Lake City, Utah.

Spons Agency—Archdiocese of San Francisco School Board, Calif.; Fremont Unified School District, Calif.; San Jose Unified School District, Calif.

Pub Date 71

Note—55p.; Related documents are EA 005 410 and EA 005 411

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *Educational Needs, *Educational Planning, Educational Strategies, Individualized Instruction, *Instructional Improvement, Instructional Systems, Interpersonal Competence, Learning Processes, Learning Readiness, *Primary Education, Self Actualization, Self Esteem, Student Motivation, Student Needs, Success Factors, *Systems Analysis, Systems Approach Identifiers—California, *Project BASICS, San Francisco

Project BASICS attempts to answer questions about which of the best reading and mathematics strategies will produce mastery learning for what types of students in terms of their individual characteristics and needs. It focuses on the discovery and implementation of alternative strategies for mastery learning with an innovative school setting. The overall objective is to provide solution strategies for students (K-3) to result in 90 percent of the project students achieving at the same mastery level as the top 20 percent of California students in normal classroom situations. The project seeks to resolve the problem of reading, communications skills, and mathematics deficiencies by using the seven basic steps of the scientific method in its system approach to education planning and problem-solving. This booklet, the third of a series, is devoted to step three: analyze problems for objectives. Subsequent booklets deal with the succeeding steps. Described are the steps taken to analyze the problems in the South Bay area. Since the process of analysis is used with problems or with systems, a systems analysis is followed based on these steps: (1) Perform mission analysis, (2) perform function analysis, (3) perform task analysis, and (4) perform method-means analysis. (Author/EA)

ED 082 307

80

EA 005 413

Hawthorne, Phyllis Hanson, Gordon

Bibliography of the State Educational Accountability Repository. Revised.

Colorado State Dept. of Education, Denver. Cooperative Accountability Project; Wisconsin State Dept. of Public Instruction, Madison. State Education Accountability Repository.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SEAR-R-1

Pub Date Apr 73

Note—101p.; A related document is ED 069 048 Available from—SEAR, Wisconsin State Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702. OCLC CAP, Colorado State Department of Education, 1362 Lincoln Street, Denver, Colorado 80203

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement, Budgeting, *Educational Accountability, *Educational Legislation,

*Educational Needs, *Educational Objectives, Educational Planning, Evaluation, Program Evaluation, State Action, *State Departments of Education, State Legislation, State Surveys
Identifiers—*Assessment, Elementary Secondary Education Act Title V, ESEA V

This bibliography, one of a series of reports dealing with accountability, lists publications from State education agencies on the progress of their accountability programs, Statewide assessment, legislation, and on other related subjects. These publications, which are contained in the Wisconsin State Repository, appear in the bibliography by State and by date of publication or subject matter. Looseleaf format permits the bibliography to be updated periodically as new material is received. Although it is unable to supply copies of the actual documents listed, the Wisconsin State Repository can provide abstracts of those publications of interest on demand. Also provided is information about where the publications in print can be obtained and those that are available through the ERIC system. The appendix provides a list of ERIC microfiche standing order customers for the convenience of reading those documents on file with ERIC. (Pages 91-96 may reproduce poorly.) (Author/DN)

ED 082 308 88 EA 005 415

Lipham, James M. *And Others*
Wisconsin Educational Needs Assessment Study.
Wisconsin State Dept. of Public Instruction,
Madison. Center for Research and Program
Development.

Spons Agency—Office of Education (DHEW),
Washington, D.C.
Report No.—Bull-0-176
Pub Date Jun 69

Note—109p.; A related document is EA 005 416

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Data Collection, *Educational Attitudes, *Educational Needs, *Opinions, Public Education, *Surveys

Identifiers—*Assessment, Elementary Secondary Education Act Title III, ESEA Title III, Wisconsin

It was believed that information derived from a study of the imperative educational needs in Wisconsin might assist the Wisconsin State Department of Education and other State policymaking agencies to develop guidelines for future program planning and allocation. First, the document outlines the problems investigated in the study, describes the sampling instrumentation and data collection procedures used, and discusses the treatment of the data obtained. Then, the document reports the ranking and distributions of specific educational needs within each of ten need categories and the findings relating to the composite rankings of educational needs across all 10 categories (including specific quotes by respondents). The presentation concludes with a summary of the findings, the conclusions drawn, and suggests some implications for policy and for further study. (Author/JF)

ED 082 309 88 EA 005 416

Wisconsin Educational Needs Assessment Companion Analysis. Part II: Objective Data.

Wisconsin State Dept. of Public Instruction,
Madison. Center for Research and Program
Development.

Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date [69]

Note—106p.; A related document is EA 005 415

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Data Analysis, Educational Attitudes, *Educational Needs, *Opinions, Public Education, *Surveys, Tables (Data)

Identifiers—*Assessment, Elementary Secondary Education Act Title III, ESEA Title III, Wisconsin

This report is a companion analysis to the Statewide educational needs assessment (EA 005 415). The companion analysis is not a completed study, but rather a feasibility study that asks some questions of some data as a heuristic device delimiting some parameters for further efforts within the Wisconsin State Department of Education. The data analysis model explicit in this companion analysis is that of asking questions of data—a process through which management can be improved within existing data gathering and fiscal constraints. Only certain questions have been asked in this study because (1) it is intended as a companion analysis, (2) it is intended as a

beginning, and (3) the information currently available is limited especially in terms of educational outputs. (Author)

ED 082 310 EA 005 417

Harris, William T. *And Others*

The Virginia Educational System: Capacity for Response to Serrano v. Priest.
Pub Date Feb 73

Note—45p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Court Cases, *Educational Finance, *Equal Education, Equalization Aid, *Expenditure Per Student, Facility Improvement, Fiscal Capacity, Research, *School Taxes, State Aid, Student Improvement, Tax Rates

Identifiers—*Virginia

Two particular features of the Virginia education system were analyzed in light of a present constitutional requisite for equalized educational funding. The Virginia Quality Standards for Education were analyzed as to their impact on equalization of educational spending throughout the State. Particular attention was given to requirements for improved school facilities and personnel as well as to higher levels of mandated academic achievement. Secondly, the Virginia school financing system was evaluated for its existing deficiencies in revenue and expenditure matters, particularly with regard to fiscal disparities and local property tax reform. Potential remedies to these deficiencies were defined and analyzed, with many remedies being suggested from a Statewide survey of school superintendents on the broad issue of educational finance reform in Virginia. (Pages 24, 26, and 34 are missing data. Pages 37-40 may reproduce poorly.) (Author)

ED 082 311 88 EA 005 418

Phase II: An Assessment of Educational Needs for Students in Washington State.

Consulting Services Corp., Seattle, Wash.;
Washington State Title III ESEA Advisory
Council, Olympia.

Spons Agency—Office of Education (DHEW),
Washington, D.C.
Pub Date Jan 70

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Involvement, Curriculum Design, Educational Administration, *Educational Needs, Public Education, *Public Opinion, School Community Relationship, Self Concept, Student Participation, Student Teacher Relationship, *Surveys

Identifiers—*Assessment, Elementary Secondary Education Act Title III, ESEA Title III, Washington

The present report both details the initial statements of educational need made by State residents and adds more insight into underlying educational problems. The first report concentrated on a questionnaire approach to allow a cross section of the population to give their perceptions of Washington State educational needs. One of the principal purposes of the present study was to gather indepth information from the same representative sample of State residents on the same needs, through group interviews rather than questionnaires. This report discusses the methodology and the relationships of the various dimensions of learner needs that are studied and categorizes these needs. It concentrates on probing for the underlying reasons for the perceived needs indicated by the respondents in the Phase I report. The six categories of needs are student involvement, educator-learner relationships, student self-image, curriculum structure, community involvement, and educational administration. (Photographs may reproduce poorly.) (Author/JF)

ED 082 312 EA 005 419

Mayeske, George W. *And Others*

A Study of Our Nation's Schools.
Office of Education (DHEW), Washington, D.C.

Office of Planning, Budgeting, and Evaluation.
Report No.—DHEW-OE-72-142

Pub Date 72

Note—125p.; A related document is ED 036 477
Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,

D.C. 20402 (Stock Number 1780-1046, \$2.25
postpaid or \$2.00 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Elementary Schools, Family Environment, *Low Achievement Factors, *Racial Factors, Research, *School Role, Secondary Schools, *Socioeconomic Background, Statistical Analysis, Statistical Data

Utilizing a data base obtained from a survey commissioned by Congress in 1964 and carried out in 1965, this study attempted to discover what characteristics of the nation's schools are most closely related to school outcomes. Methods were devised by which school influence could be distinguished from social background influences. A five percent stratified cluster sample was taken from a population consisting of the students, teachers, principals, and superintendents of the nation's public elementary and secondary schools. Since one of the purposes of the study was to determine the educational opportunities of minority groups, strata with higher percentages of nonwhites and other minority groups were sampled more heavily. One of the principal findings of the study was that the influence of the school cannot be separated from that of the student's social background. Additionally, the study found that the common influence of the school and the student's social background exceed either of their distinguishable influences. Other findings are discussed, and conclusions are drawn. (Author/JF)

ED 082 313 EA 005 420

Moses, Morgan C. Hill, Harold G.

Assessing Concerns Affecting Education Program
Decisions in Public School and Teacher Education.
A Research Report.

Stephen F. Austin State Univ., Nacogdoches,
Tex.

Pub Date Sep 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Attitudes, Community Surveys, Data Analysis, Educational Attitudes, *Educational Needs, *Opinions, Public Education, School Surveys, *Surveys, Teacher Education

Identifiers—*Assessment

This study, the third in a series, is designed to assist both the public schools and the University in developing fast, efficient techniques for needs assessment, whereby the programs of both public education and higher education may be improved to meet the needs of the clientele that each serves. The first study, involving 46 school districts, was designed to determine the concerns of school personnel; the second study was devoted to the development of an instrument that could be used easily and effectively to assess the concerns of various populations within a single school district. The present study is directed toward the actual utilization of that instrument in two large school districts to assist those districts and the University in comparing the opinions of various populations of the local community and University in relation to specific concerns related to the educational program. The study reflects the opinions of the populations surveyed and identifies the areas of agreement. (Author/JF)

ED 082 314 EA 005 421

Journal of Proceedings. National Association of State Boards of Education.

National Association of State Boards of Education,
Denver, Colo.

Pub Date Oct 72

Note—96p.; Speeches given before National Association of State Boards of Education Annual Convention (12th, Des Moines, Iowa, October 14-18, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Court Cases, *Educational Finance, *Equal Education, *Full State Funding, Measurement, *School Taxes, *State Boards of Education

Identifiers—*Assessment, Rodriguez, Serrano

Addresses by noteworthy educational experts comprise the bulk of this report. The main subjects covered by the speakers include full State funding, the Serrano and Rodriguez cases on educational finance, and National Assessment. Business meeting minutes and resolutions are presented in the appendixes. (JF)

ED 082 315 EA 005 422
School Board Policies on School Safety & Security.
Educational Policies Development Kit.
 National School Boards Association, Evanston,
 Ill.

Pub Date 73

Note—28p.

Available from—National School Boards Association, State National Bank Plaza, Evanston, Illinois 60201 (Kit #73-34, 1-3 kits \$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrator Guides, *Board of Education Policy, Decision Making, Educational Environment, *Educational Policy, Legal Problems, Legal Responsibility, Policy Formation, Safety, *School Responsibility, *School Safety, *Security

This report provides board policy samples and other policy resources on school safety and security. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Policies are presented in three areas of school security and safety: accidents that cause injury; criminal acts against individuals in the schools; or against the schools themselves; and other emergencies including fire, storms, student demonstrations, and bomb scares. A bibliography of additional resources on school safety and security is also included. (Author/DN)

ED 082 316 EA 005 423

Drug Policy of the Framingham Public Schools.

Framingham Public Schools, Mass.

Pub Date 10 Apr 73

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Drug Abuse, *Drug Education, *Public Schools, *School Community Cooperation, School Districts

Identifiers—Framingham Public Schools

The policy of the Framingham School System with respect to drug use and abuse is to establish a climate within its schools that is conducive to the understanding and respect for the proper use of drugs and an attitude toward nonabuse of drugs. To achieve this climate, some basic measures described in this report were taken. One measure was to set up effective counseling programs for students and a continuing program of instruction on the nature of drugs and their use or abuse. The school system also developed opportunities for parents and other citizens to understand the schools' approach to the understanding and elimination of drug abuse. Cooperative programs with other local, State, and national agencies with respect to determination of the basic causes of drug use were inaugurated; and procedures and guidelines to eliminate opportunities for the sale or distribution of drugs were developed. (Author/JF)

ED 082 317 EA 005 424

Hollis, Coy F.

Perceptions of School Board Members and School System Personnel Concerning Role Responsibility in Initiating Solutions to Educational Problems.

Pub Date Nov 72

Note—12p.; Paper presented at Mid-South Educational Research Association Annual Meeting (1st, New Orleans, Louisiana, November 9-11, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, Administrator Role, Board of Education Role, Decision Making, Educational Administration, *Educational Problems, *Leadership Responsibility, *Problem Solving, *Role Perception, Superintendent Role, Teacher Responsibility, Teacher Role

This study was an attempt to describe the relationship between the type of position a person holds in a school system and his perception of role responsibility in initiating action to solve the educational problems of the system. The perception of board members, superintendents, principals, and teachers was compared. The board members, designated as the formal leaders of the group, were asked to state the tasks that must be performed to solve the problems of a school system. Each person was asked to indicate who among the group was responsible for performing the designated task. Findings indicate that (1)

there is widespread disagreement among school system personnel concerning role responsibility; (2) superintendents are expected to be the prime movers in initiating solutions to educational problems; (3) there is great disagreement between board members themselves and between board members and the rest of the group concerning their own role; (4) teachers are the forgotten members in the problemsolving operation of a school system; (5) principals and teachers disagree on the proper role of superintendents and board members; and (6) differences of opinion among board members concerning their own role were evident in such areas as functions of the local schools, improving instructional material, and fiscal control. (Author)

ED 082 318 EA 005 429

Newark School District, Part One -- Regular School Year. ESEA Title I Program, 1972-1973 School Year.

Communication Technology Corp., Haddonfield, N.J.; Newark Board of Education, N.J.

Pub Date Aug 73

Note—248p.; A related document is ED 057 429

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Comparative Analysis, *Disadvantaged Youth, Elementary Schools, *Federal Programs, *Objectives, Parent Participation, Primary Grades, *Program Evaluation, Reading Achievement, Reading Difficulty, *Reading Improvement, Remedial Reading, Secondary Schools, Tables (Data), Test Results

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Newark, New Jersey

The overall goal of the 1972-73 Title I Program in the Newark School District was to diagnose reading difficulties of and provide preventive, individualized, developmental, and/or remedial programs for children who had demonstrated extreme educational deficiencies. This evaluation attempts to measure the extent and effectiveness of various reading programs implemented during the 1972-73 school year for disadvantaged elementary and secondary students. The document is presented in five color-keyed sections that include Conclusions and Recommendations; Program Description (scope, objectives, and activities); Program Evaluation (methodology and overview of total evaluative process); Evaluation Findings and Discussion; and Appendixes (tabular postings of test score analyses and the reading intervention longitudinal study report.) Also included is a comparative analysis of Title I and non-Title I student achievement during the school year. Results of this analysis reveal that the nearly 14,000 Title I students (K-3) who participated in the program registered progress in reading achievement either beyond or equal to that achieved by their non-Title I peers. (Author/EA)

ED 082 319 EA 005 430

Parsons, G. Llewellyn

Effective Supervision: Teachers' Views of Supervisory Roles in School Systems. Monographs in Education No. 10.

Memorial Univ., St. John's (Newfoundland).

Pub Date 72

Note—48p.

Available from—The Committee on Publications, Faculty of Education, Memorial University of Newfoundland, St. John's, Newfoundland, Canada (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bureaucracy, *Helping Relationship, Leadership Styles, Public School Systems, Supervisor Qualifications, Supervisors, *Supervisory Methods, Tables (Data), *Teacher Administrator Relationship, *Teacher Attitudes, *Teacher Supervision

Supervisors who work directly with teachers and wish to influence their classroom practice and encourage their professional growth must behave in ways congruent with teachers' expectations for involvement, social support, and stimulating leadership. Although these styles and behaviors may vary somewhat with various supervisory roles and teacher and school characteristics, there is little doubt that the effective supervisor, according to teacher perceptions, is one who, in attempting to provide staff leadership, is close to the teacher he is trying to help and uses the skills of facilitating personal and institutional growth, giving social support and involving his staff in the decisionmaking processes of the school. (Author)

ED 082 320 EA 005 431

McMillan, Hollis And Others

Between-School, Intra-District Student Transfers. Oregon School Study Council Bulletin, Vol. 17, No. 1.

Oregon School Study Council, Eugene.

Spons Agency—Oregon Univ., Eugene. Office of Scientific and Scholarly Research.

Pub Date Sep 73

Note—28p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 (\$2.50, \$2.00 for OSSC members)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Schools, *Family School Relationship, Questionnaires, *School Districts, *School Statistics, Secondary Schools, Statistical Surveys, *Transfer Policy, *Transfer Students

Identifiers—*Oregon

The first part of this bulletin serves to inform readers about the various transfer policies and practices that do exist in various major school districts in Oregon and which affect family choice in schooling. By being aware of these policies and practices and its attitude toward transfers. Next, the document provides a more detailed report on one school district (Eugene School District 4J). Files and questionnaire data were examined to determine who attempted to make use of student transfers, their reasons for doing so, their sources of information regarding the possibility of student transfers, and the relationship of transfers to the socioeconomic characteristics of the district. (Authors/WM)

ED 082 321 EA 005 433

The Economy of Energy Conservation in Educational Facilities. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 73

Note—85p.

Available from—Educational Facilities Laboratories, 477 Madison Avenue, New York, New York 10022 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Air Conditioning Equipment, *Conservation (Concept), Custodian Training, *Economics, *Educational Facilities, *Energy, Equipment Maintenance, Heating, Lighting Design, *Operating Expenses, Planning (Facilities), School Improvement, School Maintenance

Prepared with the assistance of a panel of experts, this report sets forth available information for school architects and administrators facing the energy crisis. The booklet tells specifically how economies can be effected in the operation and maintenance of school buildings; in the modernization of existing schools; and in the planning of future facilities. School administrators are advised to (1) review operation and maintenance personnel to be sure that they are qualified to cope with the increasingly sophisticated mechanical/electrical equipment in schools; (2) identify sources of energy waste through an analysis of energy consumption in existing schools; (3) include energy conservation as a major part of an architectural program for both modernization and new construction projects; and (4) use life-cycle costing to replace initial cost as the sole basis for contract awards for energy-consuming systems. Appendixes provide an explanation of the basic techniques for computing life-cycle (longterm) costs, and a summary of the background to the energy crisis. (Author/MLF)

ED 082 322 EA 005 434

Improving Elementary School Safety, 1972. Safety Education Curriculum Guidelines, Grades K-5. Framingham Public Schools, Mass.

Pub Date 72

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Bus Transportation, *Curriculum Guides, *Elementary Schools, Instructional Aids, *Safety Education, *School Safety, Traffic Safety

These curriculum guidelines were developed to stimulate administrators to take action in developing an adequate safety program, motivate teachers to provide safety instruction, and arouse the interest of each child to become aware of the potential hazards and to influence him to make

proper adjustment to his environment in order to avoid or prevent accidents. The material included pertains to school, home, traffic and pedestrian, outdoor, and general safety. The essential learnings are listed in outline form, followed by the behavioral objectives, learning activities, and supplementary information for teachers. An appendix includes a type of letter to parents relative to student bus behavior, a discussion guide for teaching safety on the school bus, addresses of insurance companies, and a copy of a bulletin sent to parents entitled, "How Safe is Your Child?" (Author/MLF)

ED 082 323 95 EA 005 435
Great Cities Research Intern Training Program. Final Report.
 Council of the Great City Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
 Bureau No.—BR-8-0858
 Pub Date Sep 71
 Grant—OEG-0-9-230858-4629(010)
 Note—148p.

EDRS Price MF-\$0.65 HC-\$6.58
 Descriptors—Educational Programs, Educational Research, *Evaluation, Evaluation Needs, *Improvement, Inservice Courses, Inservice Education, *Internship Programs, Models, Personnel Needs, Professional Training, Program Evaluation, Program Improvement, Public Education, *Research, Research Needs, *Urban Schools
 Identifiers—Columbia University, *Evaluation

*Problems, Great Cities Program, Philadelphia
 This document describes and presents the results of a project whose general purpose was to field test a set of activities that could upgrade the quality and effectiveness of research and evaluation activities in large urban school districts. Three aspects of this problem were addressed: The need for better conceptual models for evaluation in the school setting; the need for specially-trained, entry-level personnel for school research divisions; and the need for expanding the knowledge and skills of existing staff. The document concludes with a summary of the success of the project and with recommendations regarding evaluation problems in large urban school districts. The appendices include overviews and outlines of various courses in the training program, the agenda of various training sessions, suggestions for improvement in the courses, and a selected bibliography for a course on classroom research. (Author/DN)

ED 082 324 EA 005 436

Bonney, Lewis A.

Changes in Organizational Climate Associated with Development and Implementation of an Educational Management System. Revised.

Pub Date Feb 73
 Note—16p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973); Updated version of an earlier presentation of the same title (ED 066 790)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Change, *Decision Making, Humanization, Leadership Styles, *Management Systems, *Organizational Climate, *Organizational Development, Program Evaluation, Tables (Data), Teacher Administrator Relationship

Identifiers—Management by Objectives, MBO

A large urban school district has undertaken the development of an Educational Management System and monitored the impact of the administrative innovations on organizational climate. The participation of both teachers and administrators in management and decisionmaking is complemented by periodic assessment of progress in accomplishing the objectives. Principals' perceptions of changes in organizational climate as a result of these task-oriented administrative innovations demonstrated significant change from Theory X to Theory Y style on each dimension of Likert's Organizational Climate Questionnaire. There was evidence of change in the character of motivational forces; goal setting; performance expectations; and in the communication, interaction-influence, decisionmaking, control, and leadership processes. These changes remained intact during the second operational year. (Pages 9 and 10 may reproduce poorly.) (Author)

ED 082 325 EA 005 437

Catalog. Food and Nutrition Information and Educational Materials Center.

National Agricultural Library (DOA), Washington, D.C.

Spons Agency—Food and Nutrition Service (DOA), Washington, D.C.

Pub Date Jun 73

Note—286p.

Available from—Food and Nutrition Information and Educational Materials Center, National Agricultural Library, Room 304, Beltsville, Maryland 20705 (Free)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Catalogs, Consumer Education, *Food, Food Handling Facilities, *Food Service, Food Service Workers, Food Standards, Instructional Materials, Job Training, Lunch Programs, *Nutrition, *Nutrition Instruction, Purchasing, School Services

This catalog contains 2,366 annotated citations that include books, pamphlets, journal articles, and audiovisual aids of interest to the school food service and nutrition education community. These materials were required by the Center from 1971 through 1973 and are available on loan to persons working in these fields, with journal articles to be photographed on request. Each document included has been indexed using a specialized vocabulary specifically developed for this collection. The catalog is arranged so that the user can focus his attention on that area in the field of food service and nutrition education that is of interest to him. Documents and articles are grouped under 15 major subject categories, such as consumer education, nutritional science and education, management and administration, recipes, sanitation and safety, equipment, etc. Information in the catalog is retrievable by means of subject; personal author; corporate author; and title indexes. A special index to the audiovisuals will soon be made available. (Author/MLF)

ED 082 326 EA 005 438

Gamba, John F.

How To Evaluate a School Board.

Pub Date 17 Aug 73

Note—8p.; A weekly publication of the Pennsylvania School Boards Association
 Journal Cit—Information Legislative Service; v11 n33 Aug 17 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board of Education Role, *Boards of Education, Cost Effectiveness, *Educational Accountability, Employer Employee Relationship, *Evaluation Criteria, Leadership, Public School Systems, *Self Evaluation
 Identifiers—Management by Objectives, MBO

Educational accountability must be applied as diligently to school boards as it is to superintendents, administrators, and teachers. Effective appraisal can take place only when performance is compared to objectives. The successful board demonstrates a commitment to providing public accountability in all phases of its operation. It must have the means to evaluate itself critically in terms of the quality of education funded by the taxpayer, the financial commitment to the taxpayer, the existence of effective employee and community relationships, and the management leadership demonstrated. (Author)

ED 082 327 EA 005 439

Meyer, Jo Ann Wurster, Stanley R.

The Effect of Three Noise Levels on Task Attention and Performance in Reading and Math with Fifth and Sixth Grade Children.

Pub Date Jan 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *Acoustical Environment, Analysis of Variance, Attention, Elementary School Mathematics, *Elementary School Students, Environmental Influences, *Hypothesis Testing, Reading, Task Performance

Identifiers—Noise Levels

For this study, a 5th and 6th grade team taught classroom of 66 children was chosen. Three equivalent groups of 22 children each were matched on the basis of a pretest in math. Each group was given a different noise level treatment: quiet (45-55 decibels), average (55-70 decibels), and noisy (75-90 decibels). A tape recording of actual classroom noise was used for the average

and noisy treatments and a soundproof room was used for the quiet treatment. The noise treatments were randomly assigned to each group. Math computation and reading sections of the Metropolitan Achievement Test, Form G, provided the study tasks. Measurements of task attention were taken every two minutes using a criterion for task attention. An analysis of variance showed no significant difference in the groups either in task attention or in math and reading performance. (Author/MLF)

ED 082 328 EA 005 440

Scriven, F. B.

Sports Facilities for Schools in Developing Countries. An Inventory of Experience and Proposals for Future Projects. Educational Studies and Documents No. 8.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—45p.; Also published in French

Available from—UNIPUB, Inc., P.O. Box 443, New York, New York 10016 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, Costs, *Developing Nations, Elementary Schools, *Physical Education, *Physical Education Facilities, *Planning (Facilities), *Recreational Facilities, Secondary Schools

Aimed at encouraging developing countries to make better use of local sporting traditions and locally available materials, this study reviews existing information on the design of facilities for sport and physical education programs and outlines a handbook that could serve as a guide to the production of those facilities. The assessment of the existing knowledge of the planning and design of sports facilities included, in part, a questionnaire survey of the problems facing constructors of these facilities (sent in 1963 and 1967-68 to correspondents in 43 countries); the technical detailing of several installations of particular interest that represent solutions to the problems outlined; a review of the literature on the subject; the identification, classification, and annotation of relevant documentation; and the compilation of document availability. This publication is meant as a blueprint for future research, publications, and pilot projects in member States in drawing up national guidelines or directives for sports facilities planning and for identifying desirable experimental undertakings. Appendixes contain addresses of organizations where technical information may be obtained and a bibliography. (Photographs may reproduce poorly.) (Author/MLF)

ED 082 329 EA 005 441

Kendall, W. L.

Statistics of Education in Developing Countries. An Introduction to Their Collection and Presentation. Statistical Reports and Studies-13.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 68

Note—89p.

Available from—UNIPUB, Inc., P.O. Box 443, New York, New York 10016 (Stock No. B.2394, \$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Comparative Statistics, *Data Analysis, *Data Collection, *Developing Nations, *Educational Planning, *School Statistics, Statistical Analysis, Statistical Data, Statistical Surveys, Statistics

This document attempts to state in simple terms what is necessary as a minimum to ensure the adequate provision of educational statistics in developing countries. It has been developed for the use of Ministries of Education and other interested departments in developing countries to help them develop the basic set of statistics necessary for national reporting and planning. The publication begins with a general discussion of the educational statistician and educational statistics. It then examines the problem of collecting educational statistics both within and outside of the school system. Chapters dealing with the analysis and reporting of educational statistics discuss records and reference tables, analytical tables, diagrams and graphs, averages and comparisons, enrollment and entry rates, wastage, forecasting, and publishing. The document con-

cludes with suggestions for organizing a statistical department and suggestions for further research. A selected bibliography is included. (Author/DN)

ED 082 330 EA 005 442

Huherman, A. M.

Understanding Change in Education: An Introduction. Experiments and Innovations in Education No. 4.

International Bureau of Education, Geneva (Switzerland); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—105p.; Published also in French and Spanish

Available from—UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrator Guides, Change Agents, Comparative Analysis, Cross Cultural Studies, *Educational Change, Educational Development, *Educational Innovation, Educational Objectives, Educational Planning, Educational Research, Evaluation, Models, Problem Solving

This study attempts to sum up the present state of knowledge on the process of innovation in education through a synthesis of previous writings on the subject. The author approaches this material from an international and comparative point of view and shows the need for more systematic reporting of cases of change from other parts of the world. The publication is intended to serve as the basis for a seminar in institutions of training and research or to provide a busy administrator with ideas on how he may strive for qualitative improvements and increased effectiveness in his educational system. The study examines at some length the concept of innovation and those factors and agents that prohibit or encourage innovation. The greater part of the study is concerned with the mechanism of innovation. This analysis leads finally to the presentation of these three models that can each be used to account for the way certain innovations take place: research and development, social interaction, and problem-solving. The study concludes with some remarks on the problem of evaluating the process of educational change so that the results can be demonstrated when measured against the initial objectives. (Author/DN)

ED 082 331 EA 005 443

Hallak, Jacques

Financing and Educational Policy in Sri Lanka (Ceylon). Financing Educational Systems: Country Case Studies-1.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 72

Note—159p.

Available from—UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (\$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Case Studies, Comparative Analysis, Cross Cultural Studies, *Educational Development, *Educational Finance, *Educational Policy, Educational Trends, Equal Education, Research, *Resource Allocations, Socioeconomic Influences

Identifiers—Ceylon, Efficiency (Education), *Sri Lanka

The retrospective case study presented is part of a research project undertaken to determine ways in which developing nations can best allocate resources to education in light of their social and economic levels. Past socioeconomic trends in Sri Lanka and its economy in the 1970's are considered first. The case study then moves into descriptions of the educational system of Sri Lanka in the 1960's, the new educational system of the 1970's, and estimates of the cost and financing of education in the 1970's. Since the government of Sri Lanka has already formulated an educational plan and made budget forecasts for education to 1980, the author attempts to discover if the financing forecasts were consistent with the new policy officially defined. He also analyzes the various alternatives calculated either to provide new resources or reduce expenditures if the financial requirements forecast turns out to be too low. The appendixes contain useful statistical data on education in the economy of Sri Lanka. (Author/DN)

ED 082 332

EA 005 444

Educational Planning: A World Survey of Problems and Prospects.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—UNESCO-ED-63-68-D-45-A

Pub Date 70

Note—189p.

Available from—UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (Order No. B2528, \$4.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Developing Nations, Economic Development, Educational Finance, Educational Needs, *Educational Planning, Educational Policy, *Educational Problems, Educational Research, *Educational Strategies, Educational Trends, Futures (of Society), Planning Commissions, Planning Meetings, *Surveys, World Problems

Identifiers—World Surveys

This monograph deals with the problems of educational planning at its preparatory stage and during implementation. It is presented in three parts: analytical examination of trends and problems in the field of educational planning, preparation of an educational plan, and implementation of this plan. However, the document provides no explanation of the methods of drawing up a plan; no descriptions of new administrative techniques, such as cost-benefit analysis or operational forecasting; and only touches briefly on specific educational problems and educational policy formation. After an historical outline of educational planning, the document explores the evolution of the concept of educational planning, educational expenditures, educational planning authorities, the inadequacies of past action, and some future planning difficulties. It next considers the determination of educational aims and policies; social and economic development; and the relation of educational development, technical and practical problems in educational planning, educational strategies, and research in educational planning. The final section deals with educational administration, resource allocation, educational finance, and the training of an educational planning staff. (Author/DN)

ED 082 333

EA 005 445

Chau, Ta Ngoc And Others

Population Growth and Costs of Education in Developing Countries.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-72-D-2-A

Pub Date 72

Note—306p.

Available from—UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (\$7.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Case Studies, Comparative Analysis, *Cost Effectiveness, Costs, Demography, *Developing Nations, Education, *Educational Development, *Educational Finance, Educational Improvement, Educational Planning, Educational Policy, Elementary Schools, Policy Formation, *Population Growth, Secondary Schools, Socioeconomic Influences, Teacher Education

Identifiers—Ceylon, Colombia, Tanzania, Tunisia

The study reported in this document attempted to determine the effect of population growth on education costs in developing countries, given various assumptions as to the future trend of fertility and mortality. The population factor was examined along with other factors influencing educational costs, such as the improvement of enrollment ratios, the need for a qualitative improvement in the educational system, and the long term trends of the unit costs of education systems. Comparison of these factors, it was hoped, would provide data helpful to educational planners in deciding on an educational development policy to be followed. In order to ascertain more precisely the possible effects of these factors on educational costs, four national case studies were made in Ceylon, Colombia, Tanzania, and Tunisia. These case studies, limited to first-level education and teacher training, were conducted on a standard pattern to allow for a comparative analysis. Each case study is reported in a separate chapter, and two other sections of the document contain a synthesis report of the case

studies and a model that shows the effect of demographic growth on the development and cost of first-level education and teacher training. (Author/DN)

ED 082 334

EA 005 446

Hallak, J. And Others

The Financial Aspects of First-Level Education in Iran. Financing Educational Systems: Specific Case Studies-1.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-72-Vib-1-A

Pub Date 72

Note—60p.; Related documents are EA 005 447-449

Available from—UNIPUB, Inc., P. O. Box 443, New York 10016 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Case Studies, *Comparative Analysis, Cross Cultural Studies, Developing Nations, Educational Development, *Educational Finance, Elementary Schools, Futures (of Society), Manpower Utilization, National Programs, Private Schools, *Public Education, *Rural Education, Rural Schools, Secondary Schools, Statistical Data

Identifiers—Educational Corps, Efficiency (Education), *Iran

This study is devoted to a comparative analysis of the financing and unit costs of three types of first-level schools in Iran, i.e., ordinary public schools, Education Corps schools, and private schools. The study was undertaken to ascertain the comparative position of the relatively new schools of the Education Corps, from the standpoint of their financing; and from the level of unit costs and efficiency, in relation to their longer established public and private counterparts. The study concludes that the Education Corps, which requires young people in the military with second-level education certificates to teach their juniors and even their elders for a limited time, has been able to provide schooling in inaccessible rural areas under more satisfactory cost conditions than those of ordinary schools. The appendixes contain useful statistical data on schools and their financing in Iran. (Author/DN)

ED 082 335

EA 005 448

Hirsch, W. Z.

Financing Public First-Level and Second-Level Education in the U. S. A. Financing Educational Systems: Specific Case Studies-3.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-72-Vib-3-A

Pub Date 73

Note—50p.; Related documents are EA 005 446, 447, and 449

Available from—UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Case Studies, Colleges, *Decentralization, *Educational Finance, *Educational Problems, Elementary Schools, *Public Education, Resource Allocations, Revenue Sharing, School Support, School Systems, Secondary Schools, State Federal Aid

Identifiers—*United States

In this study, the author points out the difficulties encountered in a modern democracy by an educational system with highly decentralized sources of finance and analyzes the steps taken to try to remedy these difficulties. The analysis covers mainly the nature of the various resources which the school districts are in a position to mobilize; and the justification for, and the instruments of, the increasing intervention of the States in the financing of first- and second-level schools. Separate chapters discuss local financial support, intergovernmental fiscal relations, State support for schools, and federal support for schools. (Author/DN)

ED 082 336

EA 005 449

Anderson, J. E.

Organization and Financing of Self-Help Education in Kenya. Financing Educational Systems: Specific Case Studies-4.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IIEP-72-Vib-4-A

Pub Date 73

Note—72p.; Related documents are EA 005 446-448

Available from—UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Case Studies, *Community Involvement, Community Programs, Community Role, Community Schools, Community Support, Comparative Analysis, Cross Cultural Studies, Developing Nations, Educational Development, *Educational Finance, *Educational Planning, Elementary Schools, Federal Aid, *Organization, *Public Education, School District Autonomy, Secondary Schools

Identifiers—*Kenya

This study illustrates and analyzes the part which community self-help has played in the financing of education in Kenya. Particular attention is paid to the view that although such local communities tend to reduce short-term costs for governments, they limit, at the same time, the opportunities to develop new and wider strategies of educational development. The document begins with a historical survey of the self-help schools. It then considers the organization, financing, and control of education (since Kenyan independence) at the pre-first level, first-level, and second-level schools. Separate chapters consider the self-help factor at each of these three levels and include case studies of unaided schools at these different levels. (Author/DN)

ED 082 337 EA 005 450

Coombs, Philip H. Hallak, Jacques

Educational Cost Analysis in Action: Case Studies for Planners - I.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IEP-72-V-1-A

Pub Date 72

Note—356p.; Related documents are EA 005 451-452

Available from—UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (Order no. B.3100, \$7.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Capital Outlay (for Fixed Assets), *Case Studies, Comparative Analysis, *Cost Effectiveness, *Cross Cultural Studies, Developed Nations, Developing Nations, Educational Development, Educational Economics, *Educational Finance, *Educational Planning, Educational Strategies, Higher Education, Program Budgeting, Resource Allocations, Teacher Salaries, Vocational Education

Identifiers—Asia, Ceylon, Efficiency (Education), Tanzania, Thailand, USSR

This document is the first in a series of three documents, which together contain 27 case studies on the uses of cost analysis in educational planning. The case studies have been presented to help planners and administrators see how cost analysis can be used to improve the efficiency of their educational systems, or how to get the best value from existing resources. The ten case studies included in this first volume include cost analysis of education in Asia, Thailand, Ceylon, Tanzania, and the USSR. Other topics considered include the use of capital costs in educational planning in France, factors influencing change in teachers' basic salaries in Tanzania, economic planning and the financing of higher education in the USSR, and evaluating the expansion of a vocational training program in Chile. (Author/DN)

ED 082 338 EA 005 451

Coombs, Philip H. Hallak, Jacques

Educational Cost Analysis in Action: Case Studies for Planners - II.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IEP-72-V-2-A

Pub Date 72

Note—270p.; Related documents are EA 005 450 and EA 005 452

Available from—UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (Order no. B.3101, \$7.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Case Studies, Comparative Analysis, *Cost Effectiveness, *Cross Cultural Studies, Developed Nations, Developing Nations,

Educational Change, Educational Development, Educational Economics, *Educational Finance, *Educational Planning, Educational Strategies, Models, Program Budgeting, Resource Allocations, Teacher Education, Team Teaching

Identifiers—Barbados, Brazil, Efficiency (Education), India, Ivory Coast, Madagascar, Norway, Poland

This document is the second in a series of three documents, which together contain 27 case studies on the uses of cost analysis in educational planning. The case studies are presented to help planners and administrators see how cost analysis can be used to improve the efficiency of their educational systems, or to get the best value existing resources. Topics examined in these eight case studies include the cost of introducing a reform in primary education in the Ivory Coast, the role of cost analysis in the 1962 reform of primary education in Madagascar, the use of educational cost models in planning the extension of compulsory education in Norway, marginal costs for marginal decisions about team teaching in Barbados, the role of cost analysis in planning a teacher-training program in Poland, and the costing of a program for expanded secondary education in Brazil. Other topics consider the use of cost-benefit analysis both as a guide to educational resource allocation in India and as a tool to compare the rates of return to education in Colombia. (Author/DN)

ED 082 339 EA 005 452

Coombs, Philip H. Hallak, Jacques

Educational Cost Analysis in Action: Case Studies for Planners - III.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.—IEP-72-V-3-A

Pub Date 72

Note—343p.; Related documents are EA 005 450-451

Available from—UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (Order no. B.3102, \$7.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Capital Outlay (for Fixed Assets), *Case Studies, Comparative Analysis, *Cost Effectiveness, *Cross Cultural Studies, Developed Nations, Developing Nations, Educational Development, Educational Economics, *Educational Finance, *Educational Planning, Educational Strategies, Higher Education, Program Budgeting, Public Education, Resource Allocations, Vocational Education

Identifiers—Canada, Efficiency (Education), Hungary, Morocco, Uganda, United Kingdom, USSR

This document is the third in a series of three documents, which together contain 27 case studies on the uses of cost analysis in educational planning. The case studies have been presented to help planners and administrators see how cost analysis can be used to improve the efficiency of their educational systems, and to get the best value from their existing resources. Topics examined in these case studies include using cost analysis to improve the efficiency of school building in the United Kingdom, planning in university systems in Canada, the costs of secondary education in Morocco, improving efficiency in the utilization of teachers in technical education, comparative costs and efficiency in full-time and part-time education in the USSR, and programming annual current and capital expenditures during the planning period in Hungary. Three case studies dealing with Uganda consider an evaluation of educational costs, the behavior of nonteacher recurring expenditures, and the use of cost evaluation in the planning of a university college. (Author/DN)

ED 082 340 EA 005 453

Meix, Thomas H. Luty, Elanny T.

An Accountability Approach Using Expectancy Criteria.

Pub Date Jun 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Achievement Gains, *Educational Accountability, Elementary Schools, *Evaluation, Expectation, Learning, Learning Theories, Mathematics, *Performance Criteria, Reading

Achievement, Tables (Data), Teacher Evaluation
Identifiers—Arizona, *Learning Expectancy, Mesa

If American schools are to be held accountable for pupil achievement, a reliable means of determining the difference between a child's actual achievement and his learning potential must be found. This study examines the utilization of composite measures of a pupil's base level of performance as effective predictors of learning expectancy. In addition to an individual student's knowledge and skills at learning commencement, the study also takes into account several important factors (such as mental age, years in school, age norms, and school history) to provide a statistically significant performance potential for each child. In this way, the approach remains sensitive to the goals of specific programs or the objectives of a particular school district. The data are also comparable across teachers, and could possibly be used as the basis for a teacher evaluation system. (Author)

ED 082 341 EA 005 454

Marland, S. P.

Issues in School Finance. A Discussion Paper.

Office of Education (DHEW), Washington, D.C.

Pub Date 16 Mar 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Litigation, *Educational Finance, Educational Legislation, *Equal Education, *Federal Aid, Fiscal Capacity, Nonpublic School Aid, Property Taxes, *School District Autonomy, *School Taxes, Tables (Data), Urban Schools

Identifiers—Efficiency (Education), Equity (Education), *Federal Role

In this document, the author identifies the principal issues in school finance that need to be confronted and resolved. The text proposes no answers; but, rather, stimulates broad discussion and understanding of the issues as a first step toward consensus on an appropriate federal role. The author examines traditional sources of school funds and considers recent court decisions on educational finance. Most of the presentation focuses on the issues raised by such educational finance goals as providing property tax relief, providing a fair and adequate system for financing education, and preserving local control over local schools. Tables illustrate the scope of disparities in school expenditures within and among states. (Author/DN)

ED 082 342 80 EA 005 455

Hanson, Gordon Gold, James

Accountability: A Bibliography.

Colorado State Dept. of Education, Denver.

Cooperative Accountability Project; Wisconsin

State Dept. of Public Instruction, Madison.

State Education Accountability Repository.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—CAP-R-6

Pub Date Jul 73

Note—45p.; A related document is EA 005 413

Available from—State Educational Accountability Repository, Dept. of Public Instruction, 126 Langdon St., Madison, Wisconsin 53702; or Cooperative Accountability Project, Colorado Dept. of Education, 1362 Lincoln Street, Denver, Colorado 80203

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Bibliographies, *Educational Accountability, *Educational Needs, *Educational Objectives, *Educational Planning, Evaluation, Evaluation Criteria, Program Evaluation, School Responsibility

Identifiers—*Assessment, Elementary Secondary Education Act Title V, ESEA Title V

This bibliography, the 6th in a series of reports dealing with accountability, is designed to provide those interested in assessment and accountability with a ready reference for identifying articles relevant to their individual needs. The citations are listed under a general section, the ERIC files section, and the CAP section. Entries within each section are arranged alphabetically by author. The bibliography cites both pro and con accountability literature and documentation that provides information about different accountability programs and some evaluation techniques used in these accountability programs. The bibliography is designed to be used in conjunction with the revised Bibliography of the State Educational

Accountability Repository (EA 005 413) and the Predictors of Achievement: A Bibliography. (Author/DN)

ED 082 343 EA 005 456

Sales, M. Vance Taylor, Joseph C.
The Arkansas School Superintendent. A Research Bulletin.

Arkansas State Univ., Jonesboro.

Pub Date Oct 73

Note—91p.; A related document is ED 056 368

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Administrator Attitudes, *Administrator Background, *Administrator Characteristics, *Administrator Education, *Administrator Qualifications, Comparative Analysis, Educational Experience, Public School Systems, Questionnaires, *School Superintendents, Surveys, Tables (Data)

Identifiers—*Arkansas

The research design for this study arose out of a similar national study conducted by the American Association of School Administrators (see ED 056 368). Analysis of the data reveals that the Arkansas superintendent is slightly younger and that he enters the profession earlier than the average American school superintendent. In addition, he has slightly less teaching experience, stays longer in his first superintendency, and has fewer years of experience as a superintendent. His salary is lower than the national average, but his professional preparation compares favorably. Arkansas superintendents report they work an average of 54.5 hours per week (as against a 56.1 national average), and the overwhelming ratio of men to women in the job is the same. (Author)

ED 082 344 EA 005 458

Ames, John L. And Others

A Study of Relationships Between Formal Organizational Structure and Organizational Climate in Selected Urban and Suburban College.

City Univ. of New York, Flushing, N.Y. Queens Coll.

Pub Date 72

Note—73p.; Program for the Preparation of School Administrators

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Bureaucracy, Community Relations, Curriculum, Educational Administration, *Educational Environment, Factor Analysis, *Organization, *Organizational Climate, Policy Formation, *Relationship, *School Organization, School Personnel, Statistical Analysis, Suburban Schools, Supervision, Teacher Attitudes, Urban Schools

Identifiers—OCDO, Organizational Climate Description Questionnaire

In this study, assessment of the formal organizational structure was limited to a determination of authority and responsibility in personnel, supervision, curriculum, policymaking, and community relations. The study data were gathered from the results of the (1) Organizational Climate Description Questionnaire, (2) Professional Self-Enhancement Scale, (3) Assessment of Organizational Structure Grid, and (4) Principal's Perception of the Organizational Structure. The document first outlines the problem and the information-gathering procedures used, then analyzes and interprets the study findings. The appendixes reproduce some of the statistical data generated by the study, the questionnaires used in the study, and present a theoretical statement on self-enhancement as a human psychosocial drive central to the attainment of organizational goals. Also included are select bibliographies citing publications on the theory of self-enhancement, the Organizational Climate Description Questionnaire, and organizational structure and theory. (Author/DN)

ED 082 345 EA 005 459

Levine, Daniel U. And Others

The Influence of School Social Status on College Expectations Among White Seniors in the High Schools of a Metropolitan Area.

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

Pub Date Jan 71

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, *College Bound Students, Expectation, Family Background, Racial Factors, *Secondary Schools, Secondary School Students, *Social Status, *Socioeconomic Status, Urban Areas

Identifiers—Kansas City, Missouri

The determination of whether school social status is independently associated with college aspirations among a sample of white high school seniors was the purpose of this study. The sample was composed of 6,127 white 1967 graduating seniors in the Kansas City Metropolitan Area high schools. College aspirations were measured in terms of college expectations by asking respondents to indicate whether they were seriously considering entering college the following year. The socioeconomic status for individual students was determined from their answers to four questions that provided information along 5-point scales concerned with the educational level of the household head, father's or household head's occupation, respondent's estimate of number of books in the house, and a description of family income. The school social status was determined by classifying public high schools according to the occupational distribution of the families of the graduating seniors who were included in the study. Study findings are provided. (JF)

ED 082 346 EA 005 460

Niskanen, William A. And Others

Tax and Expenditure Limitation by Constitutional Amendment: Four Perspectives on the California Initiative.

California Univ., Berkeley. Inst. of Governmental Studies.

Pub Date 73

Note—78p.

Available from—The Institute of Governmental Studies, 109 Moses Hall, University of California, Berkeley, California 94720 (\$2.50, Prepayment requested)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Expenditures, *State Action, *State Programs, *Taxes, *Tax Rates

Identifiers—*California

In November 1973, California voters rejected a proposal by the governor to place constitutional limitations on the amount of State tax collections and expenditures. The initiative provided that the overall expenditure limitation could be increased or decreased by a majority vote of the people in a Statewide election. Such a change was to be placed on the ballot by a two-thirds vote of the legislature or directly by petition of five percent of the voters under the initiative process of the State Constitution. Other provisions were included to permit specific increases or decreases in the limitation consistent with the general intent of the initiative to maintain an expenditure ceiling. In this report, four Berkeley faculty members and three research associates present their views concerning the proposed measure. Following the essays, William Niskanen (a proponent of the measure) offers a response to the three authors whose views are generally critical. Replies to the rebuttal conclude the text. (Author/JF)

ED 082 347 EA 005 461

Musella, Donald F. Joyce, H. Donald

The Intermediate School Principal: An In-Basket Simulation Exercise.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 73

Note—23p.; Other In-Basket Simulation Exercises can be found under EA 005 100, EA 005 136, and EA 005 280

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 (\$2.00)

Document Not Available from EDRS.

Descriptors—Administrative Problems, *Administrator Education, Board Administrator Relationship, Decision Making, *Intermediate Grades, Junior High Schools, Leadership Training, Management Games, Middle Schools, *Principals, Problem Solving, Role Playing, *School Administration, Simulated Environment, *Simulation, Teacher Administrator Relationship

Identifiers—In Basket Simulation

The materials in this booklet simulate some of the problems that intermediate (junior high, middle, and senior elementary) school principals could face under actual working conditions. Taken from the real-life problems of some intermediate school principals, the exercises are presented in the form of in-basket items -- letters, memos, phone messages, etc., -- that require some action on the part of the person assuming the role of intermediate school principal. The materials are designed to (1) improve skills related to administrative processes, comprehension of

leadership and administrative roles, interpersonal skills in working with others through various models of operation, and the use of various models of problem solving; and (2) provide greater understandings of organizational relationships, role theory and role relationships, and self and others as part of the interpersonal relationship within a group setting. (Author/WM)

ED 082 348 24 EA 005 464

Charters, W. W., Jr. And Others

The Process of Planned Change in the School's Instructional Organization. CASEA Monograph No. 25.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spans Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-3-0082; BR-5-0217

Pub Date 73

Contract—NE-C-00-3-0082; OEC-4-10-163

Note—128p.

Available from—Publications Department, CASEA, 1472 Kincaid Street, Eugene, Oregon 97403 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Case Studies, *Differentiated Staffs, *Educational Change, *Educational Innovation, Educational Planning, Elementary Schools, Multiunit Schools, Organizational Change, Paraprofessional School Personnel, Public Schools, Role Perception, School Organization, Secondary Schools, *Staff Utilization, Teacher Attitudes, *Team Teaching

Five of the six papers in this monograph describe case studies of four schools in the initial year of implementing differentiated staffing. These studies attempted to identify issues and generate hypotheses regarding the process of innovation implementation that would be worthy of more precise subsequent investigation. Researchers ended the project with a wealth of ideas concerning the barriers to the implementation of staff reorganization but few clues as to the facilitators. Thus, a second project was launched to investigate schools already operating under a nontraditional mode of instructional staff organization where change facilitators and fruitful strategies for surmounting implementation barriers might be more observable. An early report on this second project, carried out in selected Wisconsin multiunit schools, is contained in the sixth paper of this monograph. A bibliography is included. (Author/WM)

ED 082 349 EA 005 465

Hart, Jerry Lee

Evaluative Economics: A Process To Compensate Teachers Based on Evaluation of Student Accomplishment of Instructional Objectives.

Educational Service Bureau, Inc., Washington, D.C.

Pub Date 73

Note—29p.

Available from—Educational Service Bureau, Inc., 1835 K Street, N.W., Washington, D.C. 20006 (\$5.95)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Administrator Guides, *Collective Negotiation, Course Objectives, *Educational Accountability, Educational Economics, Motivation Techniques, *Performance Contracts, Productivity, *Teacher Motivation, Teacher Responsibility, *Teacher Salaries

Identifiers—Efficiency (Education), *Student Productivity

This document suggests a management plan for replacing fixed salary schedules for teachers with a pay structure based on student productivity. The plan is more a conceptual process of attacking the problem, rather than the resolved finality of a specific plan. The instructional objectives, the accomplishment evaluation, and the subsequent amount of compensation earned in accordance with this idea, are all basically determined by the professional staff itself as part of the evolutionary development of the suggested method. The author begins by outlining the historical unwillingness of public school employers and employees to attempt the correlation of compensation factors with employee production. He then considers factors that have changed in the 1970's to make a compensation plan based on productivity more attractive. The balance of

the presentation is given over to a discussion of the essential premises on which the plan is based, an overview of the plan, and a procedural implementation of a plan from the time it is first presented to the board to the time when objectives are created and evaluated. The document concludes with a discussion of the management control of such a plan. (Author/DN)

ED 082 350 EA 005 466

The Quarter System in Texas: Implications and Alternatives.

Texas Information Service, Austin.

Pub Date Jun 72

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Course Descriptions, *Curriculum Development, Educational Finance, *Educational Legislation, Educational Programs, *Extended School Year, *Quarter System, Teacher Attitudes, Year Round Schools

Identifiers—*Texas
This package is intended to provide Texas educators with practical information on the projected quarter system operation in Texas schools. Included is a copy of the law (H.B.1078) that mandates institution of the quarter plan along with explanations of what changes are and are not necessary in order to comply with the law. Also included is information on year-round programs other than the four-quarter plan. The package is intended primarily for supervisors, teachers, principals, and parents, although it could be useful to other audiences. (Compiler)

ED 082 351 EA 005 467

Minimum Check List for Mechanical and Electrical Plans and Specifications. School Planning Guide Series 4.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of School Planning.

Pub Date Aug 69

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Air Conditioning, Check Lists, *Electrical Systems, Equipment Maintenance, Facility Guidelines, Heating, Lighting, *Mechanical Equipment, Physical Environment, Planning (Facilities), *Plumbing, Public Schools, *School Design, *Specifications, Standards, Ventilation

Intended to serve as a means of communication between school agencies and the design professions, this guide provides a checklist for the development and review of mechanical and electrical plans and specifications by engineers, architects, and superintendents in planning public school facilities. It is also intended to facilitate the approval of plans and the inspection of projects by the various agencies of State government. Specifications mandatory by law, code, or regulation, and those specifications simply recommended (with deviation requiring clearance) are indicated. (Author/MLF)

ED 082 352 EA 005 468

Facilities for Early Childhood Education. School Planning Guide Series/5.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of School Planning.

Pub Date Mar 70

Note—22p.; Publication No. 432

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, Environmental Influences, *Facility Guidelines, Kindergarten, *Planning (Facilities), *School Design

The planning of facilities for early childhood education should be a part of a larger, comprehensive plan for educational services in the community. Early childhood education should not be an uncoordinated appendage tacked on to the existing patterns of education in organization, programming, or staffing. A number of diverse persons and agencies can help in developing the program for early childhood educational services—teachers, administrators, principals, parents, specialists in early childhood education, representatives of State educational services and institutions of higher learning, and other consultants. Parents should be involved when the program for early childhood education is being developed and formed, or even participate in the early stages of the processes for planning the facilities for early childhood centers. The basic nature and characteristics of young children constitute the prime

criteria in planning facilities for early childhood education. The purpose and goal of this publication is to guide and stimulate school officials, architects, and engineers in providing and planning new or renovated facilities which are appropriate for early childhood education. (Photographs may reproduce poorly.) (Author)

ED 082 353 EA 005 469

Pearson, Douglas L.

Planning for Education: People and Processes. School Planning Guide Series—1R.

North Carolina State Dept. of Public Instruction, Raleigh, Div. of School Planning.

Pub Date Mar 73

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Consultants, *Cooperative Planning, *Critical Path Method, Data Collection, Decision Making, Educational Objectives, *Educational Planning, Educational Strategies, *Information Utilization, Staff Role

Identifiers—PERT, Program Evaluation and Review Technique

In the process of planning for the needs of all students, local school officials could use a linear planning guide. Such a procedure calls for moving through several phases: preparation for planning, analysis of the situation, development of alternatives, selection of a plan, implementation of the plan, and evaluation of the plan and of the process. Program Evaluation and Review Technique (PERT) diagrams assist in the utilization of a totally cooperative process, comprising both in-house involvement of staff and out-of-house objectivity and resources. The process appears to be applicable to any planning need regardless of its dimensions. It can apply to the development of long-range, systemwide plans affecting the community's total educational program, as well as to the renovation of existing facilities, or to short-range planning for the utilization of a single school or site. (Some small print may photograph poorly.) (Author/WM)

ED 082 354 EA 005 470

Russell, H. H. And Others

The Peterborough Project: A Case Study of Educational Change and Innovation. Research in Education Series No. 2.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 73

Note—142p.; A related document is ED 077 084

Available from—Publications Sales, the Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto M5S 1V6 (\$4.75)

Document Not Available from EDRS.

Descriptors—*Adoption (Ideas), Case Studies (Education), *Diffusion, *Educational Change, *Educational Innovation, Evaluation Methods, Information Dissemination, *Models, Program Development, Program Evaluation, Tables (Data), Teacher Role

Identifiers—Peterborough County, *Peterborough Project

Whatever the innovation, the adoption-rejection decision must be related to precise evaluation data; and in cases where positive benefits are the clear result of an innovative program, the implementation of an effective diffusion program can magnify and multiply the benefits for a larger population of students. The Peterborough Project demonstrates that educational theory and practice can be successfully and productively fused in a school setting. It gives a significant role to a rigorous scientific methodology in the improvement of educational practice through its elaborate evaluation procedure. This procedure involves student performance objectives and criterion-referenced testing, pilot trial and field testing, experimental design considerations, and hypothesis testing. The Project also assumes that linear strategies of educational development and innovation installation are inadequate. It, therefore, conceptualizes a working model for school change that depends on a high degree of school autonomy in curriculum decisions as well as on classroom teachers' acceptance of central responsibility for the school curriculum. (Author/WM)

ED 082 355 EA 005 471

Sanitation & Safety for Child Feeding Programs.

Florida State Dept. of Education, Tallahassee.

Florida State Dept. of Health and Rehabilitative Services, Tallahassee.

Pub Date 72

Note—42p.; Revision and rewriting of a Guide, Florida School Lunch Sanitation and Safety, Bulletin 33-F

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Dishwashing, *Food Handling Facilities, *Food Service, Food Standards, *Lunch Programs, *Safety, *Sanitation

In the interest of promoting good health, sanitation, and safety practices in the operation of child feeding programs, this bulletin discusses practices in personal grooming and wearing apparel; the purchasing, storage, handling, and serving of food; sanitizing equipment and utensils; procedures to follow in case of a food poisoning outbreak; some safety practices to prevent injuries; the care and disposal of garbage and trash; pest control; and sanitation responsibilities. Illustrations accompany the text. (Author/MLF)

ED 082 356 24 EA 005 472

DeMuth, Joyce

The Use of Elementary School Goals in a Grade Level Needs Assessment.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CSE-R-86

Bureau No.—BR-6-1646

Pub Date Jun 73

Contract—OEC-4-6-061646-1909

Note—53p.; Related documents are ED 044 446, ED 058 673, and ED 055 111

Available from—Dissemination Office, Center for the Study of Evaluation, UCLA Graduate School of Education, Los Angeles, California 90024

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, *Attitudes, *Community Surveys, *Educational Assessment, *Educational Needs, *Educational Objectives, Educational Programs, *Elementary Schools, Parent Attitudes, Statistical Studies, Tables (Data), Teacher Attitudes, Urban Education

Identifiers—CSE Elementary School Evaluation Kit

This study is one part of an Elementary School Evaluation Kit, and it deals with the initial step of needs assessment—that of helping the elementary principal determine which educational goals should be examined at this school. The report investigates the priority ratings of educational goals by parents and teachers of an urban community. More specifically, it examines the similarities and differences in ratings of 106 educational goals by parents and teachers of two elementary schools serving differing socioeconomic levels. The priority ratings were made on the basis of achievement of a goal at a specified grade level. Results indicate generally high agreement among the total sample of parents and teachers regarding the top 20 goals. Regardless of group, school, or grade, affective goals were consistently among those that received the highest ratings, yet materials for assessing and planning in terms of these goals are either lacking or inadequate. (Author/WM)

ED 082 357 EA 005 474

Pierce, Willitt S.

Extended School Year Analysis Aids.

Southeast Wisconsin Regional Education Center, Burlington.

Pub Date Jun 72

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Algorithms, Budgeting, *Decision Making, Decision Making Skills, *Educational Planning, Expenditures, *Extended School Year, Flow Charts, Models, School Calendars, *Systems Approach

Identifiers—Decision Tree

The ESY Analysis Aids are a collection of materials and procedures related to and organized for use in making decisions concerning year-round school program alternatives. They are restricted largely to procedures dealing with the budgetary impact of school calendar manipulation, but can be used as a guide in monitoring progress in an ESY feasibility study. What is presented here is an initial set of procedures which, when taken together, assist in the simulation of the budgetary impacts of alternative extended school year programs. An eventual goal is for the analysis aids to evolve towards, or be replaced by, more general, automated capabilities, to assist decisionmaking over a much

broader set of school planning and management problems. The modular, looseleaf, indexed form in which these materials are presented should permit the inclusion of new materials as they become available. Projection techniques and algorithms are presented, as well as a flowchart of the general sequence of intended or probable activities in use of ESY materials, with major sub-branches also charted. (Pages 8-13, 25, 29-30, 34, and 74 may reproduce poorly.) (Author/EA)

ED 082 358 EA 005 476

Ensign, William L.
Modernizing Educational Facilities -- A Sketchbook Summary of Conferences.
Tennessee Univ., Knoxville. School Planning Lab. Spons Agency--Educational Facilities Labs., Inc., New York, N.Y.; Tennessee State Dept. of Education, Nashville.
Pub Date Mar 73

Note--60p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Air Structures, *Building Improvement, Classroom Furniture, Educational Finance, *Flexible Facilities, Interior Design, *Open Plan Schools, *Planning (Facilities), *School Buildings, School Improvement, School Maintenance

Summaries of papers and sketches of the ideas (presented at a conference) cover decisions to modernize or replace school buildings; options in improving the school and the educational process; interior design suggestions; systems approach for additions; educational finance; an air structure over the University of Minnesota stadium; vocational education facilities; and the need for a flexible and modern curriculum. (Author/MLF)

ED 082 359 EA 005 477

Mellor, Kenneth Mojkowski, Charles
Organizing for Educational Improvement.
Rhode Island State Dept. of Education, Providence.
Pub Date Feb 73

Note--9p.; Speech given before National Dissemination Conference (Chevy Chase, Maryland, February 22, 1973)
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Diffusion, *Educational Improvement, Information Dissemination, *Organization, *Organizational Change, Program Development, *State Departments of Education, *State School District Relationships
Identifiers--Rhode Island

This presentation explains how the Rhode Island Department of Education institutionalized two temporary systems -- a Teacher Center Project and an Education Information Center -- into a new departmental structure to better serve the schools of the State. The new structure created two bureaus, one to deliver services to LEAs in program development and one to administer federal and State grant programs. Service to LEAs in program development have been consolidated into the Bureau of Program Development and Diffusion. Linked to the Bureau are the Education Information Center, the Teacher Center, and the consultant field agents assigned to geographical service areas. Utilizing a joint management technique, the Bureau, the Information Center, and the Teacher Center function as an integrated system. The Bureau is the diffusion mechanism for the replication strategy in that it provides, through demonstrations, developmental assistance to local school systems in exploring programs identified and publicized by the EIC. Inservice training monies are provided to those school systems that choose to implement a specific program, and followup assistance is provided in planning programs and by identifying sources of funding for their support. (Author/EA)

ED 082 360 EA 005 478

Swanson, Austin D.
Full State Funding V. Power Equalizing. Alternative Approaches for Financing Elementary and Secondary Education in New York State. Staff Study No. 2.
New York State Educational Conference Board, Albany.
Pub Date Sep 72

Note--35p.
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Decentralization, *Educational Finance, Elementary Schools, *Equal Education, *Equalization Aid, Expenditure Per Stu-

dent, *Full State Funding, Public Education, School District Spending, School Support, School Taxes, Secondary Schools, Statistical Data, Tax Effort

Identifiers--*New York, School District Wealth

This paper attempts to examine for the State of New York the merits of a district power equalizing formula when it is compared to full State funding of a uniform expenditure level. The author argues against full State funding because he believes that the net effect of many independent decisions that affect small groups of children is preferable to a single decision made at the State level, and that cost variations among districts preclude setting a single expenditure figure for the entire State. As an alternative, the author proposes a school finance program that includes a minimum support program below which no district may spend, a discretionary range of expenditures supported by State and local funds according to the power equalizing concept (including a negative aid provisions), maximum support level beyond which no district may spend, and special aids for extraordinary educational needs. (Author/DN)

ED 082 361 EA 005 479

Dee, Richard, Ed.
Site Development Goals for City Schools. A Report.

American Conservation Association, New York, N.Y.; American Society of Landscape Architects Foundation, McLean, Va.; Educational Facilities Labs., Inc., New York, N.Y.
Pub Date Jun 73

Note--68p.
Available from--Educational Facilities Laboratories, Inc., 477 Madison Avenue, New York, New York 10022 (Free), and Council of Educational Facility Planners, 29 West Woodruff Avenue, Columbus, Ohio 43210 (Free)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors--Environmental Education, Environmental Influences, Landscaping, Physical Education Facilities, *Planning (Facilities), Roofing, *School Community Relationship, *Site Development, *Space Utilization, Urban Culture, *Urban Schools

Identifiers--Shared Facilities
A conscious regard for the appropriateness of certain facilities should be fundamental in the design process of the city school site. There, within an extremely tight piece of real estate, a great many things must take place with not always room enough for all events. In addition to the requirement for program priorities and efficient use of space, the city school site is also responding to its requirement of being a part of community life. The urban school site is extending itself into the community by lending itself to community use. Meeting rooms, headquarters space for volunteer groups, and shared resource facilities and outside spaces are being developed with greater participation of the community in mind. Furthermore, the space around a city school is now recognized as an excellent educational opportunity to display the balance between man and his environment. School sites are locations where students can gain a greater understanding of the myriad processes and functions that are interwoven into the urban fabric, and their possible effects on the viability of the urban dweller. (Photographs may reproduce poorly.) (Author/MLF)

ED 082 362 EA 005 480

Street, Paul
The Assignment -- A Way To Shape The Curriculum. How High School Seniors View Their Assignments and Some of Their Perspectives of Their School Experiences.
Pub Date [71]
Note--31p.
EDRS Price MF-\$0.65 HC-\$3.29
Descriptors--*Assignments, Effective Teaching, *High Schools, Research, *Rural Schools, *Seniors, Student Motivation, *Student Opinion
Identifiers--Kentucky
This is a report of a study of classroom assignments as perceived by seniors in four rural and smalltown high schools in eastern Kentucky. However, the approach taken in the study could be useful in the appraisal of programs in any school. The study hypothesized that (1) the learning content is experience, and a given experience is related to the goals of the activity

which constitute that experience; and that (2) what students do is a function of the role settings the school provides and the numbers of those settings in relation to the numbers of students. The assignment was perceived to be the prime instrument, device, or means by which the teacher generates role situations wherein students could develop into the kinds of people the school is intended to produce. The model of teaching assumed was that effective teaching places the teacher in an eternal dilemma between guiding enough and guiding too much. The approaches developed and applied in this study should enable school staffs in any school to gather information useful as a basis for making better judgments about where the balance of emphasis in assignments might be placed for more effective teaching. (Author/EA)

ED 082 363 EA 005 483

Jones, J. William
Discipline Crisis in Schools: The Problem, Causes and Search for Solutions. Education U.S.A. Special Report.

National School Public Relations Association, Arlington, Va.
Pub Date 73

Note--67p.
Available from--National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock #411-13445, \$4.75, Prepayment requested)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors--*Court Cases, *Discipline, Discipline Problems, Drug Therapy, Humanization, Hyperactivity, *Parent Role, Public Schools, Student Rights, *Teacher Role, Vandalism, *Violence

Identifiers--*Corporal Punishment

Statistics bear out comments by concerned administrators that across the nation teachers are working in a state of fear, at times subjected to assaults, harassment, intimidation, and rape; and that unlawful and violent acts by students on campuses have occurred with so much more openness and defiance than in the past that the physical safety of individual students is in jeopardy. This report explores the causes of this breakdown in discipline and discusses conflicting viewpoints on what to do about the problem including whether or not corporal punishment should be permitted. The report also examines what courts have said about discipline. In discussing solutions to the problem, the report examines the use of drugs to control hyperactive children and provides guidelines for teachers and parents. (JF)

ED 082 364 EA 005 484

Greenfield, T. Barr
Organizations as Social Inventions: Some Considerations for Those Who Would Design Schools To Serve Human Ends. Revised.

Pub Date 73

Note--44p.; A related document is EA 005 036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Educational Change, Group Relations, *Humanization, *Organization, Organizational Change, Organizational Climate, *Organizational Development, *Organizations (Groups), Psychological Needs, *School Organization, Theories

Identifiers--Change Strategies, *Organizational Theory

In searching for a concept of organization which recognizes its base in human action rather than in objective structure, the author draws on a European tradition stemming from the works of Max Weber. This tradition, combined with examples of organizational life in schools, serves to identify implications for those who attempt to design better organizational forms. These implications suggest to the author that the problems with schools will not be solved by manipulating the external structures of organizations but rather, by dealing with the often conflicting views and values of those acting within these structures. The author suggests that the task of changing organizations depends on the varieties of reality that individuals see in existing organizations, and on the acceptance of new ideas concerning what is possible and desirable to do through social action. He suggests that, although little is known about either of these dependencies, the first should be understood before the second is directed. (Author/DN)

ED 082 365 EA 005 485
The Role of the Program Development and Diffusion Consultant as an Education Extension Agent.

Rhode Island State Dept. of Education, Providence. Div. of Academic Services.

Pub Date Jan 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consultants, *Diffusion, *Extension Agents, Job Analysis, *Program Development, *Role Perception, State Officials

In this paper, a general conceptual framework for the role of consultant in the Bureau of Program Development and Diffusion as an education extension agent is presented. The key elements of the definition are (1) service, (2) local school system advocacy, and (3) developmental leadership. The operational definitions for each are viewed as relatively fixed. However, each consultant, through future inservice training and considerable introspection, will elaborate his own day-to-day style. In the final analysis, there is no set role definition applicable to every consultant. Each consultant must, therefore, operationalize his own role. (Author)

ED 082 366 EA 005 486

Shannon, Thomas A.

The Attorney: A Member of the School Management Team?

Oregon School Study Council, Eugene.

Report No.—OSSC-Bull-Vol-17-No-2

Pub Date Oct 73

Note—19p.; Portions of a speech given before Oregon Association of School Administrators Summer Conference (Eugene, Oregon, June 21, 1973).

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Role, *Lawyers, Legal Aid, Legal Responsibility, *School Districts, *Student Rights

The author examines the factors of school administration today that have buoyed the rise of the importance of attorneys as members of the school district "management team"; and he discusses the legal and social environment in which a school administration must function. In addition, the author discusses the impact of such environmental forces as the increasing role of the courts in defining and protecting student rights; the expanded expectations of education; and the increased involvement of citizen groups in education. (JF)

ED 082 367 EA 005 487

Wynn, Richard

Theory and Practice of the Administrative Team. National Association of Elementary School Principals, Washington, D.C.

Pub Date 73

Note—52p.

Available from—National Association of Elementary School Principals, 1801 North Moore Street, Arlington, Virginia 22209 (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrative Organization, *Administrator Role, Collective Negotiation, *Decision Making, Definitions, *Governance, Models, Organization, *Participant Involvement, Public School Systems, *Team Administration

Balance of power shifts in education have led to dramatically changed concepts of authority role relationships in school systems. There is a growing appreciation of the need for valid, knowledgeable inputs to the administrative decisionmaking process from various organizational levels, and a growing understanding of the values of well-conceived group decisionmaking. These and other factors are leading administrators to an intensified interest in the nature and benefits of the administrative team concept in educational governance. This monograph attempts to lay the groundwork for understanding the place of such a team in the administrative scheme of things, develops a definition, and identifies some of the prerequisites to the successful operation of administrative teams. (Author)

ED 082 368 EA 005 488

Anderson, Robert H.
Opting for Openness.

National Association of Elementary School Principals, Washington, D.C.

Pub Date 73

Note—49p.

Available from—National Association of Elementary School Principals 1801 North Moore Street, Arlington, Virginia 22209 (Stock number 181-05610, \$5.95)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrator Role, Educational Benefits, Educational Change, Educational History, Educational Innovation, Educational Philosophy, *Elementary Schools, *Humanization, Nongraded System, *Open Education, Open Plan Schools, *Principals

Public receptivity to open education as a specific example of school reform has sometimes been less than enthusiastic. For this reason, the would-be progressive school principal faces a challenging task of inquiry, information, persuasion, and affirmative action. It is explicit in the story of British open education that the head teacher plays a vital role in the development and support of the program. Similarly, a strong assumption in American writings is that the principal will and must be an educational leader. It follows, then, that unless principals do commit themselves to the cause of open education, that cause may not flourish. Leadership in planning, provisioning, and more imaginative exploitation of the school's physical environment is one of the important contributions a principal can make. (Author)

ED 082 369 24 EA 005 490

Charters, W. W., Jr.

Measuring the Implementation of Differentiated Staffing: A Comparison of Two Elementary Schools.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-3-0082; BR-5-0217

Pub Date 73

Contract—NE-C-00-3-0082; OEC-4-10-163

Note—139p.

Available from—Publications Department, CASEA, 1472 Kincaid Street, Eugene, Oregon 97403 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Case Studies (Education), Comparative Analysis, *Differentiated Staffs, *Educational Innovation, Educational Research, *Elementary Schools, *Evaluation, Measurement Techniques, Program Evaluation, Questionnaires, *School Organization, Secondary Schools, Tables (Data)

Questionnaires were administered to the staffs of two elementary schools as part of a program to identify salient forces within schools that facilitate or inhibit the implementation of educational innovations. One school, an "experimental" school, was engaged in a district differentiated staffing project; the other, a "control" school, was a conventional school of similar size and student clientele. Findings indicate that two general inferences may be drawn about the innovative process. First, some structural changes are almost inescapable in an innovating school and its work system, and the consequences of such changes are not always congruent with the innovation intended. Secondly, major implementation projects normally have "disruptive effects" that divert teacher attention away from those duties they regard as their foremost responsibility. These circumstances constitute the hidden costs of change and should be recognized in advance in order that false expectations of success are not entertained and provisions can be made during the implementation phase for minimizing or absorbing these expectations. When excessive, the costs of change carry the imminent threat of staff disaffection with the innovation. (Author/WM)

ED 082 370 EA 005 491

Porter, Catherine M. Schmuck, Richard A.

Psychological Effects of Training in Organization Development on School District Personnel in Key Line Positions.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CASEA-TR-14

Bureau No.—BR-3-0083

Pub Date May 73

Contract—NE-C-00-3-0083

Note—16p.

Available from—Publications Department, CASEA, 1472 Kincaid Street, Eugene, Oregon 97403 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Change Agents, *Communication Skills, Educational Programs, Hypothesis Testing, *Intervention, Organizational Change, *Organizational Development, School Districts

The purpose of this study was to assess any changes in cognitions and attitudes in relation to Organizational Development (OD) goals and procedures that may have occurred among the 65 participants who attended an initial training event. The goals of this event were to establish widespread understanding and favorable attitudes about organization development, to identify intergroup problems (especially across hierarchical levels) that would provide the content and motivation for subsequent communication skill training and problem-solving, and to establish norms for collaboration within and across the various participating role-groups. Questionnaires were administered to these participants and to a matched comparison group from two nearby school districts during the spring terms in 1968, 1969, and 1970. Although interpretations of the data are not unequivocal, the authors are convinced that experiencing the imaging procedure so early in the total OD design did predispose most of the key line personnel to look favorably on subsequent OD training for the entire district. (Authors/WM)

ED 082 371 EA 005 492

Boss, Michael

The Supply and Cost of Education and the Vote: A Political-Economic Theory of School Finance Elections.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—CASEA-TR-13

Bureau No.—BR-3-0081

Pub Date Feb 73

Contract—OEC-4-10-163

Note—37p.

Available from—Publications Department, CASEA, 1472 Kincaid, Eugene, Oregon 97403 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Demand, Educational Economics, *Educational Finance, Educational Quality, Educational Research, *Educational Supply, *Mathematical Models, Political Attitudes, Political Science, Property Taxes, *School Budget Elections, School Support, School Taxes, *Theories, Voting

The recent marked increase in voter-taxpayer rejection of school budget and school bond issues at polls across the United States—a phenomenon popularly called the "taxpayers' revolt"—has given rise to the widespread claim that public school finance is in a state of crisis. This paper develops a simplified model of a political marketplace, linking together individual demand for a public good and the vote in fiscal elections to set the supply and the tax-cost of such a good, where both the system of elections and the system of taxation are taken as givens. Data from school budget elections in Oregon are applied to the model and the demand for education under varying tax-cost conditions and overtime in Oregon is estimated. The resultant analysis leads to a markedly different interpretation of the increase in rejection of school finance proposals than that of a "taxpayers' revolt." Moreover, the analysis traces directly the linkage between demand for education and the tax-cost of education and indirectly the linkage between demand for education and the quality or valuation of education. Such findings have major implications in assessing the present state of public school finance and in formulating public school finance policy. (Author)

ED 082 372 EA 005 494

Klepser, James E., Ed.

Protected Educational Facilities in Found Space. A Guide to Converting Noneducational Spaces into Safe, Healthful Environments for Education. Council of Educational Facility Planners, Columbus, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TR-78

Pub Date May 73

Contract—OEC-0-72-4584

Note—44p.; Reviewed and released by Defense Civil Preparedness Agency, Department of Defense

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Building Conversion, *Educational Facilities, Environmental Influences, *Facility Improvement, *Found Spaces, Health, *Planning (Facilities), Safety, School Vandalism

In recent times, adequate space for education has become critical and fewer dollars are available for new school construction. Recently built facilities are sometimes overcrowded and often lack the flexibility to respond to new concepts of educational programming. As a result, planners are turning to other means for solving critical space needs without compromising educational, protection, safety, and health standards. This publication was developed to provide a guide for educators and planners who are seeking to put to use one innovation in educational facilities—"found" space. The planner cannot easily mold existing space to fit his needs; rather, he must work within the parameters of space originally designed to meet entirely different requirements. To assist the planner, this publication examines the planning principles he can use to achieve this objective and, through a series of questions, assists him in an evaluation of potential space for conversion. Outstanding examples of successful conversions are described. (Photographs may reproduce poorly.) (Author/MLF)

ED 082 373 EA 005 495

Design Criteria: School Food Service Facilities.

Florida State Dept. of Education, Tallahassee.

Pub Date 73

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Design Needs, *Equipment Standards, *Equipment Utilization, *Food Handling Facilities, Food Service, Interior Design, Lunch Programs, *Planning (Facilities), Purchasing, Sanitation, Specifications

This guide is intended for architects, district superintendents, and food service directors whose responsibility it is to plan food service facilities. It first discusses the factors to be considered in food service planning, presents cost studies, and lists the responsibilities of those involved in the planning. Other sections concern selection, procurement, and installation of equipment; dining space, serving area, food preparation area; warehousing area; storage; auxiliary areas; and satellites, central kitchens, and other special applications. Within these sections, photographs and sketches accompany the text in detailing equipment standards, location, and utilization. (Photographs may reproduce poorly.) (Author/MLF)

ED 082 374 EA 005 496

Desmond, Len

Rodriguez, Robinson and School Finance.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date Apr 73

Note—17p.; ECS Research Brief No. 6

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Assessed Valuation, *Court Cases, *Educational Finance, *Equal Education, *Equalization Aid, *School Taxes

Identifiers—Robinson, Rodriguez

Recent court decisions -- the Rodriguez case decided by the United States Supreme Court and the Robinson case decided by the New Jersey Supreme Court -- have raised questions about the future of educational finance reform at the State level. In Rodriguez, the Supreme Court found no constitutional basis for mandating change in the Texas system; while the New Jersey court relied on its own State Constitution to mandate change in the State. The report provides each court's rationale for its decision and suggests future trends in court decisions. (JF)

ED 082 375

Sonnenfeld, David

The Educational Marketplace: Toward a Theory of Family Choice in Schooling.

Spons Agency—Oregon Univ., Eugene. Office of Scientific and Scholarly Research.

Pub Date May 73

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alternative Schools, Educational Economics, *Educational Programs, Enrollment Influences, Family Influence, *Family School Relationship, Free Choice Transfer Programs, *Literature Reviews, Relevance (Education), *Schools

Identifiers—Educational Alternatives, *Family Choice, School Choice

Families choose schools; and they choose programs within schools. Yet the processes, contingencies, and outcomes of families' choices of schooling have not been systematically examined. In this paper, the social science literature on families' choices of schooling is reviewed. Treating this choice as a special case of consumer choice, the paper discusses the range of options in schooling, the processes of choosing schooling, and the effects of these choices. Some suggestions for further research on families' choices of schooling are made. (Author)

ED 082 376

Hickox, Edward S.

Assessment of Senior Officials or How To Get the Goods on the Chief Executive Officer.

Pub Date Jun 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Evaluation, *Administrator Selection, *Boards of Education, Chief Administrators, *Measurement, *Superintendents

Identifiers—*Assessment, Management by Objectives, MBO

Assessment of senior officials, according to this report, is designed to improve performance in terms of systems objectives. Assessment is defined as the measurement of the distance between performance desired and performance achieved. The author suggests that in developing an evaluative system the school system should first spend a lot of time, money, and effort in choosing administrators. In addition, he recommends development of a system for a nonthreatening cooperative assessment of administrator performance. The system recommended by the author is essentially a management-by-objectives approach. The author contends that an assessment program should ensure that expectations held for a system's educational program by trustees and administrative officers be congruent. (Page 1 may reproduce poorly.) (JF)

ED 082 377

Hickox, Edward S.

Understanding School Board Operation in Ontario.

Pub Date Jan 73

Note—17p.; A related document is EA 005 500

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Board Administrator Relationship, Board of Education Policy, *Boards of Education, *Citizen Participation, Decision Making, *Citizen Districts

Identifiers—*Ontario

Ontario school systems face problems in trustee-professional staff relationships, establishing community involvement in school affairs, developing policies whereby maximum use is made of resources available, and in increasing public awareness of what schools are for and what they are doing. These problems are discussed, and an ideal system for effective school board operation is described. The text concludes with a discussion of the problem of coping with, or the changing of, the organizational structure in which trustees must work. (JF)

ED 082 378

Hickox, Edward S.

Trustees and Administrators: The Case for a Working Relationship.

Pub Date Mar 73

Note—12p.; A related document is EA 005 499

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Qualifications, *Administrator Role, *Board Administrator Relationship, State School District Relationship, *Team Administration, *Trustees

Identifiers—*Ontario

With the shift to larger units of administration in Ontario, there is a need for the realization of a working relationship between the two roles of administrator and trustee, based on the strengths of each. The strength of the administrator is in his skills as manager and coordinator and communicator and in his ability to communicate on a technical level with the centers of power in education, namely, the Ministry of Education and the professional staffs. The strength of the trustee is in his position of elected representative of the community, as a translator of the community needs, as the ultimate payer of the bills. The point of articulation, therefore, is in the relationship between trustees and administrators. (Author)

ED 082 379

Hickox, Edward S. Scott, J. Glenn

Issues in the Recruitment and Selection of Educational Administrators. A Case Study.

Pub Date Dec 69

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *Administrator Selection, *Board of Education Policy, Case Studies, *Chief Administrators, *Consultants, *Recruitment, Systems Approach, Trustees

Identifiers—*Ontario

The authors describe the systematic recruitment and selection procedures in the appointment of a Director of Education for Dufferin County, Ontario. The approach centers on the use of professional consultants to assist the Board in reaching a decision, providing a list of candidates to consider and detailed information of a reasonably objective nature on which to base its final decision. According to the report, the use of outside consultants should be looked on favorably because the professional educator has wider contacts with potential administrators than does the lay board, it permits, to a degree, the circumvention of the considerable political pressures to appoint an "insider," it provides some assurance of detachment and objectivity, and such professionals are aware of studies that provide information to guard against deceptive initial impressions. (WM)

ED 082 380

Stauffer, Alan C.

Major School Finance Changes in 1973 (Preliminary Paper) [and Supplement.]

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Report No.—ECS-R-40

Pub Date 8 Jun 73

Note—27p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Educational Finance, Educational Legislation, *Equalization Aid, *Full State Funding, *Property Taxes, Revenue Sharing, School Support, School Taxes, *State Aid, State Programs, Tax Support

Identifiers—*Legislative Reports

This paper reports that most of the States have appropriated more dollars to support local education than would be required to cover inflationary increases. According to the author, the new money is being channeled into equalization and foundation programs, and States are starting to experiment with "district power equalization." In its simple form, district power equalization is a technique that guarantees the yield per pupil from a given local property tax rate. The document first summarizes in detail new Montana and Kansas power equalizing laws, and then discusses the failure of full stand funding in Oregon, the only State to make a serious attempt to enact the plan this year and North Dakota's increase in State spending for operating costs from 42% to 70%. One chapter is devoted to the explanation of a plan adopted in Utah where State spending is based on cost. The document concludes with summaries of property tax reform efforts in Maryland, Oregon, Florida, and California. The appendix lists recent school finance studies un-

detaken by almost every State in the nation. (Author/DN)

ED 082 381 EA 005 503

Davis, J. Clark
Development of a Planning and Evaluation Division Within the Department of Education, Virgin Islands. Final Report.

Virgin Islands Government Dept. of Education, Charlotte Amalie.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-2-B-002

Pub Date Sep 73

Grant—OEG-2-22B002

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, Educational Development, Educational Needs, Educational Objectives, *Educational Planning, *Evaluation, Management Systems, *Program Development, Program Planning, *State Departments of Education

Identifiers—Management by Objectives, MBO, *Virgin Islands

The project has initiated a reorganization of the administrative structure of at least a portion of the Department of Education. Following a description of the project, the document presents a job description for the director of a division of planning, research, and evaluation; and lists the tasks and responsibilities of the planning, research, and evaluation components of the division. In addition, the report summarizes the content of a series of workshop meetings with key personnel on the subjects of accountability and management by objectives. (Author/DN)

ED 082 382 EA 005 504

Strengthening Instruction in Academic Subjects. Title III, Part A, National Defense Education Act as Amended, Annual Report: Fiscal Year 1972.

Office of Education (DHEW), Washington, D.C. Report No.—DHEW-Pub-No-OE-74-21000

Pub Date 73

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Education, Case Studies, *Educational Equipment, Educational Programs, *Federal Aid, *Federal Programs, Federal State Relationship, *Instructional Improvement, Instructional Innovation, Objectives, Program Descriptions, Program Evaluation, Program Planning, Statistical Data, Tables (Data)

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This report describes the general and specific objectives States have in their implementation of various ESEA programs and the management activities undertaken to achieve these objectives; and it evaluates the degree of success to which States have achieved their objectives. The report also highlights exemplary projects in the Title III program, examines anticipated needs for equipment and materials for schools, summarizes State objectives for 1973, and considers the administration of the program. Tables include data on the dollar expenditures for the program from fiscal year 1959 through 1972, the division of program expenditures by State and among specific subject areas, and the number of participants in the various programs. (Author/DN)

ED 082 383 EA 005 507

Payne, Norman E. And Others
The Economics of Alternative School Feeding Systems.

State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.

Spons Agency—Cornell Univ., Ithaca, N.Y. Graduate School of Nutrition, Food and Nutrition Service (DOA), Washington, D.C.

Report No.—AE-Res-73-7

Pub Date May 73

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Cost Effectiveness, Educational Economics, *Food Handling Facilities, *Food Service, Food Service Workers, *Lunch Programs, Program Costs, Unit Costs

This study, based on data for the 1970-71 school year, develops a uniform method for comparing costs of alternative school feeding systems. The study attempted to determine relative costs

of providing meals under alternative production and distribution systems, establish standards relating to food costs and labor efficiency that could be used in appraising the relative performance of a school's food program, and provide management information that could be used in estimating cost changes associated with proposed modifications of an existing school lunch system or in the initial selection of a system. The average costs of providing meals under school owned and operated alternative production and distribution systems are determined, and comparable average costs for commercially provided supplies and services are provided. Findings indicate that the average cost of a meal produced in a self-contained kitchen is 62.9 cents in the North and 48.7 cents in the South. Northern satellite systems provide a meal for 53 cents, but the average is 56.9 cents in the South. Findings also show that labor costs are the biggest source of variation in the preparation of a school lunch, and that contract management and commercially supplied preplate systems are competitive alternatives to school managed and operated systems. (Author/DN)

ED 082 384 EA 005 517

Levine, Daniel U. And Others

An Exploration of the Use of Socioeconomic Census Data To Predict Achievement and Evaluate the Effects of Concentrated Urban Poverty Among Elementary Schools in a Big City. Final Report.

Missouri Univ., Kansas City. Center for the Study of Metropolitan Problems in Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-I-G-012

Pub Date 1 Feb 73

Grant—OEG-7-71-0006(509)

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Achievement Tests, Census Figures, *Economic Disadvantage, *Elementary Schools, *Predictor Variables, *Socioeconomic Influences, Statistical Analysis, Urban Areas

The major purpose of this study was to determine whether data from the 1970 Census could be used to account for at least 70 percent of the variance in grade-level achievement scores in the elementary schools of a big city, without including variables directly denoting race or ethnicity. This goal was attained when it was found that a regression equation, using four variables from the Third Count (block statistics) of the Census, accounted for 75 percent of the variance in 6th grade achievement scores in a sample of 122 elementary schools in Chicago. The four variables (Per Cent of Females Separated; Per Cent of Families Which Lack One or More Plumbing Facilities; Per Cent of Units With Six Persons or More; and Per Cent Owner Occupied Units) also provided the basis for exploratory analysis with a number of additional variables. Separate analysis with a sub-sample of 50 black schools showed that Per Cent of Females Separated did not contribute independently in predicting achievement levels in these schools. The results are discussed in terms of the possibility that concentrations of urban poverty signify social and institutional disorganization over and beyond the effects of poverty per se. (Author)

ED 082 385 EA 005 539

Fennessey, James J.

The "Focused Flexibility and GREG" Project at Walbrook High School. Summary Report.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—JHU-R-158

Pub Date Jul 73

Contract—NE-C-00-3-0114

Note—40p.; A related document is ED 073 564

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Courses, Data Processing, Educational Innovation, *High Schools, Information Systems, *Record-keeping, Scheduling, *School Organization, *School Registration, Student Participation

Identifiers—Baltimore, Grading Effort Registration, GREG, *Walbrook High School

This report summarizes the procedures and results of a 2-year project carried out collaboratively by a university-based research and develop-

ment center and a nearby high school. The first section summarizes the setting and rationale of the project (the Focused Flexibility project). The ideas basic to the project were (1) a school should try to provide for each student only as much flexibility of activities as the student can profit from educationally and as much as the school can handle organizationally; (2) extensive measures of student outputs should be routinely collected and used, not only to maximize the student's chance for educational progress but also to provide appropriate positive feedback to all students. The next section of the report describes how these ideas were implemented. It emphasizes the importance of records management activities and describes a school records system called GREG, also developed for the project. Some difficulties with respect to records-management are discussed. The concluding section considers some of the main reasons for the difficulties encountered in establishing and maintaining accurate internal files in a school. It argues that these difficulties highlight an important but seldom recognized requirement for successful flexibility -- the capability to design and use records-management systems of high quality within the school. (Author/EA)

EC

ED 082 386 EC 052 542

Where Special Education Fits In.

Michigan State Dept. of Education, Lansing. Div. of Special Education.

Pub Date [73]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, Handicapped Children, Program Descriptions, Regular Class Placement, *Special Classes, *State Programs, *Statistical Data

Identifiers—*Michigan

Outlined are special educational programs and supportive services provided for handicapped children in Michigan during the year 1970-1971. Included are goals for serving the estimated 12.5 0/0 of the school age population needing special services; a listing of incidence rates by handicapping condition; federal and state sources of funds; the number of educational programs by handicapping condition; a financial breakdown; and the number of professional personnel by present employment and future need. Basic educational programs are defined as primarily classroom programs for children who are too severely handicapped to benefit from a regular classroom situation and who require a special teacher and/or other supportive services. Eligibility criteria for basic educational programs are explained in terms of the following handicapping conditions: educable, trainable, and severely mentally handicapped; blind and partially sighted; deaf and hard of hearing; orthopedically handicapped; emotionally disturbed; and learning disabled. Supportive services are defined in terms of itinerant or non-classroom services for children in regular classes. The following are examples of some of the services mentioned: curriculum resource consultants; teacher counselors; school social workers; speech, physical and occupational therapists; special learning centers; and cooperative special education-vocational rehabilitation programs. Described are criteria for obtaining and federal funds for programs or professional education, and listed are the next year's goals. (MC)

ED 082 387 EC 052 543

Meier, John H. And Others

Screening and Assessment of Young Children at Developmental Risk.

President's Committee on Mental Retardation, Washington, D.C.

Report No.—DHEW-OS-73-91

Pub Date 73

Note—76p.; Background papers of the Boston Conference (October 19-21, 1972)

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.95)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Conference Reports, Early Childhood, Emotional Development, *Exceptional Child Research, *Han-

dicapped Children, Historical Reviews, *Identification, Infancy, Language Development, Mentally Handicapped, Physical Development, *Prevention, *Screening Tests, Social Development.

Presented are papers from a 2 day conference in 1972 on screening and assessment of high risk children, 3 to 5 years of age, to detect developmental disabilities in physical, cognitive/intellectual, socio/emotional, and language areas. Briefly reviewed are legislation, reports, and programs which have concerned children's development in the last decade. Two papers consider physical screening and assessment; one paper focuses on screening devices such as the Rapid Checklist; the other paper indicates preference for use of medical histories, developmental screening tests, and eye screening tests. Presented in one of two papers on cognitive/intellectual screening is a procedure for measuring heart rate and electroencephalographic responses of newborns to stimulation to evaluate children's neurological functioning, and focused upon in the other paper are limitations of infant mental tests. Discussed in relation to screening in the socio/emotional area are approaches to using observational information for assessment purposes, and ethical problems encountered in design of measures and implementation of mass screening, respectively. Considered in the first of two papers on screening in the language area are issues and problems such as the primitive nature of assessment technique instruments; stressed in the other paper is the difficulty of screening for hearing ability. Recommendations of the conference include the need for an improved confidential system to compile data on each child's tests and development. Touched upon in the summary of the conference's proceedings are such points as insufficient manpower for mass screening and expense. (MC)

ED 082 388 EC 052 544

Bijou, Sidney W. Grimm, Jeffrey A.
Behavioral Diagnosis and Assessment in Teaching Young Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.

Pub Date Oct 72

Grant—OEG-0-9-232030-076

Note—28p; Paper presented at the First International Symposium on Behavior Modification (Minneapolis, Minnesota, October, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Behavior Change, Childhood, *Diagnostic Teaching, Emotionally Disturbed, *Evaluation, *Exceptional Child Education, Mentally Handicapped, Operant Conditioning, Reinforcement, *Social Adjustment, Testing

Presented in the paper are procedures for diagnosing academic and social behaviors of retarded and emotionally disturbed children 5 to 8 years of age. Assessment before instruction is said to involve medical reports, interviews, psychometric tests, direct observation, and behavior inventories. Assessment during instruction is discussed in terms of direct observation, pretest and posttests from the classroom instructional programs, systematic evaluation of the child's work, and analysis of reinforcement and recorded behaviors. Suggested for terminal assessment is analysis of performances on the last posttests, scores from the discrimination of psychometric tests, and descriptions of academic and social behavior from objective measures and accounts. (MC)

ED 082 389 EC 052 545

Pedini, D. T. And Others

Paired-Associate Learning and Retardation: Brief History, Positive and Negative Transfer, Inhibition and Speed.

Pub Date [73]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, *Mentally Handicapped, *Paired Associate Learning, *Research Reviews (Publications), *Verbal Learning

Briefly reviewed is research on paired-associate learning in which subjects usually are retardates. Paired-associate learning is said to involve mediation of associations for numbers, letters, grouping of numbers or letters, or other groups such as words. It is explained that retardates have been used as subjects in research on paired-associate learning because they tend to de-emphasize spon-

taneous use of verbal mediators and because studies require a control mechanism, which in this case is the verbal mediator. Mentioned in a brief history are considerations of philosophers, psychologists, and experimentalists. Research studies are cited which deal with such aspects of positive and negative transfer as nonsense syllables, associative strength, serial strength, temporal factors, and directionality. Noted are research studies which focus on such aspects of inhibition and speed as stimuli, overlearning, response competition, and remembering. (MC)

ED 082 390 EC 052 547

Madow, William G.

Net Differences in Interview Data on Chronic Conditions and Information Derived from Medical Records. Vital and Health Statistics, Series 2, No. 57.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-HSM-73-1331

Pub Date Jun 73

Note—63p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.85)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, *Comparative Analysis, *Exceptional Child Research, *Interviews, *Medical Evaluation, National Surveys, *Special Health Problems, Statistical Data, Young Adults

The California study, based on data from a national survey, compared accuracy and completeness of information on 7,182 chronic health conditions of persons, 17 years of age or older, given in household interviews with diagnostic information given by group medical plan physicians. Overreporting referred to conditions reported in the interview which were not specified in similar words in the medical record. Underreporting referred to conditions reported with specific words in the interview which were not recorded in the medical record. Some of the findings indicated that estimated underreporting in interviews was 46.8 0/0; that estimated overreporting was 40 0/0; that conditions with low indexes of underreporting and overreporting included diabetes, central nervous system disorders, heart conditions, gallbladder disease, and absence of digits; that underreported conditions included mental illness of a specified type, menstrual disorders, and skin diseases; and that overreported conditions included asthma, hypertension, visual and aural impairments, and speech defects. Overreported or underreported conditions coincided with one patient-physician contact, whereas the proportion of comparative accuracy increased with increased patient-physician contact. Tables, samples of questionnaires, a sample of the physician visit record, a diagnostic record, and the sampling design comprise over half the document. (MC)

ED 082 391 EC 052 548

Picigo, Stanley T. And Others

Career Development-Special Education. Volume I: Primary/Intermediate Edition K-6.

Eau Claire Joint School District 5, Wis.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 73

Grant—OEG-0-72-0291

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Class Activities, Concept Formation, *Curriculum Guides, *Educable Mentally Handicapped, *Elementary School Students, *Exceptional Child Education, Mentally Handicapped, Resource Guides, Teacher Evaluation

The curriculum guide provides teaching units and activities to integrate career education concepts into the curriculum for primary and intermediate educable mentally handicapped children. Focused on are 16 concepts of career development such as the interrelationship of education and work and individual responsibility for career planning. In addition, 12 persisting life situations such as learning to communicate ideas and learning to earn a living are cross referenced with the 16 career development concepts. Career concepts and life situations are coordinated in chart form with behavioral objectives, topic learning activities (organized by subject areas such as social studies or art), resources (such as records, books,

or filmstrips), learning outcomes, and suggested evaluation procedures. Examples of learning activities at the primary level for the concept of understanding and accepting self are maintaining a daily health chart (health) and setting up a grocery store in class (social studies). Evaluation procedures given for the self understanding concept include labeling basic parts of the skeleton and exhibiting understanding of the function of major body organs. (For related curriculum guide at the secondary level see EC 052 549). (DB)

ED 082 392 EC 052 549

Picigo, Stanley T. And Others

Career Development-Special Education. Volume II: Secondary Edition 7-12.

Eau Claire Joint School District 5, Wis.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 73

Grant—OEG-0-72-0291

Note—294p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Career Education, Class Activities, Concept Formation, *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, Interpersonal Competence, Mentally Handicapped, Resource Guides, *Secondary School Students

The curriculum guide provides teaching units and activities to integrate career education concepts into the curriculum for educable mentally handicapped children in grades 7 through 12. Focused on are 16 concepts of career development such as the interrelationship between occupations and life style and between education and work. In addition, 12 persisting life situations such as learning to travel and move about and learning to manage one's money are cross referenced with the career development concepts. Career concepts and life situations are coordinated in chart form with behavioral objectives, topic learning activities (organized by subject areas such as social studies or art), resources (such as records, books, or filmstrips), learning outcomes, and suggested evaluation procedures. Examples of learning activities at the junior high level for the concept of the interrelationship of education and work are listing skills which require training (social studies) and learning to use the telephone properly (language arts). The senior high curriculum is organized by subject areas (such as pre-vocational information, job adjustment, or language arts) and grade level. Appended is supplementary information for students such as self rating forms, and a list of ways to develop an attractive personality. (For a related curriculum guide at the elementary level see EC 052 548). (DB)

ED 082 393 EC 052 550

Dunst, Carl J.

A Resource Guide to the Very Early Treatment of Handicapped Infants.

Pub Date [73]

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, *Exceptional Child Education, *Handicapped Children, *Infancy, Instructional Materials, *Intervention, Professional Education, Research Reviews (Publications), *Resource Guides

The resource guide to the early educational treatment of handicapped infants (from birth to 3 years) reviews research providing a rationale for early intervention, compares four common treatment models, examines approximately 40 global or specific curriculums, evaluates appropriate materials and toys, and notes three sources of information on personnel training. Research is reviewed which supports the value of early enrichment, the existence of critical periods for learning, and the lasting effects of early stimulation. Described are four models of infant education: center programs, tutorial programs, home-visit programs, and programs which train groups of parents in intervention techniques. Discussed are curriculum guides for deprived children, children with gross motor involvement, and children with visual and/or aural handicaps. Listed under materials are commercial companies and guides to making infant toys. Personnel training manuals for the various program models are evaluated. A bibliography lists approximately 130 references. (DB)

ED 082 394

White, Ruth M.
Right to Education-Civil Action No. 71-42.
Pub Date Dec 72
Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Liberties, *Court Cases, Educational Opportunities, *Equal Education, *Exceptional Child Education, Legal Responsibility, *Mentally Handicapped, State Legislation
Identifiers—*Pennsylvania

Reviewed are the progress and implications of Pennsylvania's Civil Action No. 71-42 which resulted in a consent agreement between the Pennsylvania Association for Retarded Children and the Commonwealth of Pennsylvania effectively guaranteeing public education to all retarded children between the ages of 6 and 21 years. Noted are statutes which had previously been used to exclude the retarded from public education. Testimony is reviewed which claimed the failure to provide notice and a hearing prior to exclusion to be unconstitutional and that evidence is lacking to support the assumption that certain retarded children are untrainable. The end result of the consent agreement is seen to be a zero reject system, with school districts responsible for locating previously excluded children. The agreement is explained to order the state to refrain from postponing school entrance, to refrain from denying homebound instruction, to provide free education for every person between 6 and 21 years, to provide a preschool program for the retarded if such a program exists for regular students, to provide opportunity for a hearing if a child's educational status is to be changed, and to reevaluate the educational assignment of every mentally retarded child not less than every 2 years. Litigation is reported to be in progress in 20 states to secure equal educational rights for retarded children. Appended are summaries of 10 pending or completed court cases, a summary of the right to education suit, and references. (DB)

ED 082 395

Roberts, Jean Slaby, David
Visual Acuity of Youth 12-17 Years, United States, Vital and Health Statistics, Series 11, No. 127.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-HSM-73-1609

Pub Date May 73

Note—50p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D. C. 20402 (\$0.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, Incidence, *National Surveys, *Partially Sighted, Public Health, Racial Differences, Sex Differences, *Statistical Data, *Visual Acuity, Visually Handicapped

Presented are the findings of a national health examination survey of uncorrected and corrected monocular and binocular visual acuity of 7,514 noninstitutionalized youth 12 to 17 years of age analyzed with respect to age, sex, race, geographic region, size of place of residence, and annual family income. Among findings reported are that 70 0/0 of the youths had at least normal unaided binocular distance acuity, that four percent of the sample were unable to read at the 20/200 level unaided, that boys had better binocular distance acuity than girls, the 34 0/0 of the sample were reported to wear glasses or contact lenses, that Negro adolescents had better unaided visual acuity than white adolescents, that the prevalence of normal unaided acuity was greatest in the South, and that youths from families with income of less than \$3,000 per year had better unaided visual than youths from families with incomes of \$5,000 or more. Detailed tables supporting the findings are given. (DB)

ED 082 396

Florida's State Resource Manual for Gifted Child Education.

Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Pub Date Aug 73

Note—71p.

Available from—Miss Joyce Runyan, Programs for the Gifted, Department of Education, Education for Exceptional Children, 319 Knott Bldg., Tallahassee, Florida 32304

EDRS Price MF-\$0.65 HC-\$3.29

EC 052 551

Descriptors—Ability Identification, Community Resources, Evaluation, *Exceptional Child Education, *Gifted, Individualized Instruction, *Resource Guides, *State Programs
Identifiers—*Florida

Presented is Florida's state resource manual for gifted child education. Noted are the history and philosophy of the gifted child program, and offered is a profile of a typical gifted and talented youth. Identification of gifted and talented youth is discussed, and suggested is a process format using information gained from both cognitive and affective tests. Program goals and objectives are seen to stress individualized instruction in forms such as special groupings, enrichment in the regular classroom, and acceleration or advanced placement. Brainstorming to encourage divergent thinking is one idea given in the section on creativity. Criteria for teacher selection given include creativity, organizational skills, and enthusiasm. Among guidelines for counseling parents are making them aware of their importance in the educative process for the gifted child. Suggestions for maintaining open communication among parents, administrators, and classroom teachers are listed and include a systematic method of reporting student progress (parents). Recommended are the use of community resources such as industry, special interest groups, and talented parents. Noted are evaluation techniques such as individualized conferences and sociograms. Appended are evaluation forms such as a self concept rating, a class behavior checklist, a teacher's information awareness checklist, and forms for differential evaluation in three program models. (DB)

ED 082 397

Administrators' Guide, Programs for Exceptional Children 1973-74.

Arizona State Dept. of Education, Phoenix. Div. of Special Education.

Pub Date 73

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administration, *Exceptional Child Education, Guidelines, *Handicapped Children, Professional Occupations, Records (Forms), Special Classes, *State Programs
Identifiers—*Arizona

The Administrator's Guide to programs for exceptional children reviews administrative procedures, discusses program organization, examines 11 handicapping categories, gives in full the state law mandating special educational programs for handicapped children, notes certification requirements for 12 professional certificates, and provides samples of special education forms. Topics considered under administrative procedures include funding, screening, documentation, placement, and contracting with public or private agencies. Program organization is discussed in such terms as student grouping, the work experience program, and resource programs. Usually given for a handicapping condition is a definition, screening information, evaluation, annual review of placement, and an administrative checklist. Certification requirements for professions such as the general special educator, school psychologist, and speech and hearing clinician are listed. Sample forms include the annual application for approval of special education programs, placement statement, review of placement, and application for private school enrollment. (DB)

ED 082 398

Classroom Approach to Language Development for Mentally Retarded Children. Trainable and Primary Level.

Iowa Univ., Iowa City. Speech and Hearing Staff of State Services for Crippled Children.

Spons. Agency—Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.

Pub Date 73

Note—226p.

Available from—Campus Stores, The University of Iowa, 17 West College, Iowa City, Iowa 52242 (\$3.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Class Activities, Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, *Language Instruction, *Lesson Plans, Mentally Handicapped, Primary Grades, *Trainable Mentally Handicapped, Verbal Ability

The guide to classroom instruction in language development for trainable and primary level educable mentally handicapped children is said to be based on a 4 year demonstration project which subjectively evaluated several approaches to the stimulation of speech and language in retarded children. Stressed is the need to incorporate language activities into all curriculum areas. The teacher is encouraged to understand the verbal communication process, maintain an accepting classroom environment, learn to assess each child's verbal ability, provide new experiences for each child, and develop methods to integrate speech improvement into daily activities. Discussed generally are ways to develop language as part of the daily routine, language arts, art, music, physical education and recreation, health and safety, arithmetic, science, social studies, and life experience units. The major portion of the document consists of two sets of lesson plans, the first one based on orientation is the first week of school and the second based on typical holiday activities. The material is presented by complete days with topical themes such as color, sounds, or time. Lesson plans are organized by related subject area, activities, advance preparation and resource materials, and blackboard, bulletin board, and experience chart suggestions. The appendix includes suggested fingerplays, poems, songs, stories, and directions for simple crafts. (DB)

ED 082 399

Classroom Approach to Language Development for Mentally Retarded Children. Intermediate Level.

Iowa Univ., Iowa City. Speech and Hearing Staff of State Services for Crippled Children.

Spons. Agency—Health Services and Mental Health Administration (DHEW), Rockville, Md. Maternal and Child Health Service.

Pub Date 73

Note—168p.

Available from—Campus Stores, The University of Iowa, 17 West College, Iowa City, Iowa 52242 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Class Activities, *Curriculum Guides, *Educable Mentally Handicapped, Elementary School Students, *Exceptional Child Education, Language Arts, *Language Instruction, *Lesson Plans, Mentally Handicapped, Verbal Ability

The guide to classroom instruction in language development for educable mentally handicapped children at the intermediate level is said to be based on a 4 year demonstration project which subjectively evaluated several approaches to the stimulation of speech and language in retarded children. Stressed is the need to incorporate speech activities into all curriculum areas and to cooperate with the speech clinician. The teacher is encouraged to understand the verbal communication process, maintain an accepting classroom environment, learn to assess each child's verbal ability, provide new experiences for each child, and develop methods to integrate speech improvement into daily activities. Discussed are ways to develop language as part of the daily routine, language arts, arithmetic, science, social studies, experience units, art, and music. The major portion of the document consists of two sets of lesson plans, the first one based on orientation in the first week of school, and the second based on typical holiday activities. The material is presented by complete days with topical themes such as money, clothing, or seasons. Lesson plans are organized by related subject areas, activities, advancing preparation and resource materials, and suggestions for blackboard, bulletin board, and experience charts. Appended are suggestions for teaching materials and stories. (DB)

ED 082 400

Murphy, Lois B. Leeper, Ethel M.
The Ways Children Learn. Caring for Children, Number One.

Child Development Services Bureau (DHEW/OCD), Washington, D.C.

Spons. Agency—Children's Hospital of the District of Columbia, Washington, D.C.; Menninger Foundation, Topeka, Kans.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-OCD-73-1026

Pub Date 73

Note—16p.

EC 052 599

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care Centers, *Child Development, *Early Childhood Education, *Guidelines, *Learning Processes

The booklet is the first in a series on the ways that child care centers can contribute to the healthy growth, and development of preschool children and focused on the ways in which children learn. A child is said to be equipped to learn through the use of his senses, his muscles, curiosity, language, and organizing ability. It is explained that a child learns through activities based on exploration, trial and error, avoidance of pain, pleasure, limitation, participation, and communication. The child is thought to need to learn to trust the world, know his own body, know familiar objects, engage in human relationships, know time concepts, have realistic fears, know how to handle anger, know how to cope with frustration and know how to be responsible. Teachers are encouraged to gain the confidence of the child, provide an atmosphere for learning, be a good example, talk and listen, help a child control behavior, and love the child. (For other booklets in the series see EC 052 601 through EC 052 604). (DB)

ED 082 401 EC 052 601
Murphy, Lois B. Leeper, Ethel M.
More Than a Teacher. Caring for Children, Number Two.

Child Development Services Bureau (DHEW/OCD), Washington, D.C.

Spons Agency—Children's Hospital of the District of Columbia, Washington, D.C.; Menninger Foundation, Topeka, Kans.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-OCD-73-1027

Pub Date 73

Note—20p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care Centers, *Child Care Occupations, *Early Childhood Education, *Guidelines, *Mother Attitudes

The booklet is the second in a series on the ways that child care centers can contribute to the healthy growth and development of preschool children, and focused on is the mothering teacher. The child care teacher is thought to be a mother substitute who can help the child learn to trust the world. Mothering is seen to involve a natural drive to care for and protect the young, and consideration of individual differences. The teacher is warned against competing with the mother's love for the child to prevent emotional problems. The mothering teacher is seen to fill emotional needs by offering affection, comforting the hurt child, showing interest, appreciating accomplishment, and helping build a positive self image. The mothering teacher is also shown to meet physical needs such as nourishment, toileting, sleep, and exercise. Aspects of social development such as self control, consideration for others, and accepting responsibility are other functions encouraged by the mothering teacher. The mothering teacher is said to build language ability through such activities as talking and listening, story telling, and singing. (For other booklets in the series see EC 052 600, EC 052 602 through EC 052 604). (DB)

ED 082 402 EC 052 602
Murphy, Lois B. Leeper, Ethel M.
Preparing for Change. Caring for Children, Number Three.

Child Development Services Bureau (DHEW/OCD), Washington, D.C.

Spons Agency—Children's Hospital of the District of Columbia, Washington, D.C.; Menninger Foundation, Topeka, Kans.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-OCD-73-1028

Pub Date 73

Note—24p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care Centers, Child Care Occupations, *Early Childhood Education, *Emotional Adjustment, *Guidelines, *Teacher Role

The booklet is the third in a series on the ways that child care centers can contribute to the healthy growth, and development of preschool children, and focused on is helping the child adapt to change. The change of starting school is viewed in terms of the mother's role, the difficulty of leaving mother behind, feelings of the first day, getting acquainted, and the need for special help. Another change is reported to be a teacher's absence, and preparation is recommended for short absences or a new teacher. Among the big events in a child's life which are said to be eased by a teacher's help are a new baby, moving, going to the hospital, and getting shots. Changes in schedule such as having to wait, bad weather, visitors, trips, and special days are other changes seen to require a child's adjustment. Shifts in activities such as from active to quiet play, at lunch and naptime, arriving and departing, and Monday morning are seen to often be difficult times. Teachers are encouraged to help the child through experiences of sadness and grief such as when a mother goes to the hospital, divorce and separation, prison, or moving to a different foster home. If a child has been absent, help is recommended when he returns to the center in order to become an accepted group member again. (For other booklets in the series see EC 052 600, EC 052 601, EC 052 603 and EC 052 604). (DB)

ED 082 403 EC 052 603
Murphy, Lois B. Leeper, Ethel M.
Away from Bedlam. Caring for Children, Number Four.

Child Development Services Bureau (DHEW/OCD), Washington, D.C.

Spons Agency—Children's Hospital of the District of Columbia, Washington, D.C.; Menninger Foundation, Topeka, Kans.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-OCD-73-1029

Pub Date 73

Note—19p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care Centers, Child Care Occupations, *Class Management, *Discipline, *Early Childhood Education, Guidelines, *Teacher Role

The booklet is the fourth in a series on the ways that child care centers can contribute to the healthy growth and development of preschool children, and focused on is the prevention of bedlam. Bedlam in a child care center is seen to be caused by frustration, anger, too much noise, overstimulation, reaction to teacher, contagion, or change in routine. It is suggested that the teacher reduce the irritants that lead to bedlam by arranging furniture to cut down on disruptive intrusions, careful planning of activities, recognizing individual needs, fixing limits on behavior, coping with a child's frustration, gaining obedience, and preparing children for changes. It is recommended that the teacher handle the disruptive child by dispelling anger, quieting the upset child, using appropriate discipline, and encouraging the development of self control. It is suggested that if bedlam should break loose the teacher should try to understand the cause or causes and use remedies such as playing out feelings or singing. Stressed is the importance of an orderly atmosphere for a successful child care program. (For other booklets in the series see EC 052 600 through EC 052 602 and EC 052 604). (DB)

ED 082 404 EC 052 604
Murphy, Lois B. Leeper, Ethel M.
The Vulnerable Child. Caring for Children, Number Five.

Child Development Services Bureau (DHEW/OCD), Washington, D.C.

Spons Agency—Children's Hospital of the District of Columbia, Washington, D.C.; Menninger Foundation, Topeka, Kans.; National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—DHEW-OCD-73-1030

Pub Date 73

Note—20p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care Centers, Early Childhood, Emotional Problems, *Exceptional Child Education, Fear, Handicapped Children, *Intervention, *Prevention, *Teaching Guides

The booklet addresses the problems of vulnerable children with suggestions child care center workers may use both for recognizing signs of handicaps in children and helping children overcome existing handicaps. The vulnerable child is defined as a child who may be overwhelmed by physical and/or emotional handicaps and thus is at risk of later mental illness. Throughout, short case studies are given to illustrate a child's activity or attitude in relation to a handicap and the staff member's role, which might include referral or a planned strategy. Physical handicaps are discussed in terms of motor difficulties, poor vision, loss of hearing, allergies, and special sensitivities such as giddiness on a merry-go-round. Emotional vulnerability is seen in children with a poor start in life, anxiety, slow social development, and combined handicaps. The care worker is advised to recognize children's fears as normal and to know ways to deal with fears such as holding a child on the lap in a close embrace when thunder rolls. Considered are children who experience stress from events such as a tornado and subsequently exhibit stress signs (regressive behavior or appetite loss), which can be overcome by constant teacher reassurance and acting out games. (For other booklets in the series see EC 052 600 through EC 052 603). (MC)

ED 082 405 EC 052 605
Bowen, Peter
Genetic Counseling in Mental Retardation.
Pub Date [73]
Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling, *Exceptional Child Services, *Genetics, Mentally Handicapped, *Mental Retardation, Mongolism

The task of the genetic counselor who identifies genetic causes of mental retardation and assists families to understand risk of recurrence is described. Considered are chromosomal genetic disorders such as Down's syndrome, inherited disorders such as Tay-Sachs disease, amniocentesis in time for abortion, problems of identifying biochemical abnormalities, and kinds of decisions parents make with support from the genetic counselor. (MC)

ED 082 406 EC 052 606
Education of the Handicapped Act Amendments.

Hearings Before the Select Subcommittee on Education of the Committee on Education and Labor.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 73

Note—197p.; Hearings before the Select Subcommittee on Education of the Committee on Education and Labor

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Equal Education, *Exceptional Child Education, *Federal Legislation, *Handicapped Children, Legislation

Reported are proceedings of hearings held on March 9 and 21, 1973 before the select subcommittee on Education of the Committee on Education and Labor of the House of Representatives on House Resolution 4199, a bill to extend the Education of the Handicapped Act for three years. Considered are appropriations for specific parts of the bill dealing with assistance to states for education of handicapped children, centers and services training of personnel, educational research, instructional media, and special programs for children with learning disabilities. Included are names and testimonies of individuals who spoke on behalf of the act's extension, such as Dr. Jack Dinger, William Geer, Executive Secretary, and Frederick J. Weintraub, Assistant Executive Secretary, all of the Council for Exceptional Children; Elizabeth Johns, representing the American Speech and Hearing Association; and Lloyd Nolan, stage and screen actor, and honorary chairman of the National Society of Autistic Children. Also included is a summary on pending

and completed litigation regarding education of handicapped children. (MC)

ED 082 407

EC 052 607

National Conference on Career Education. January 15-17, 1973, New Orleans, Louisiana.

American Foundation for the Blind, New York, N.Y.

Pub Date 73

Note—45p.; Report of the National Conference on Career Education (January 15-17, 1973, New Orleans, La.)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Blind, *Career Education, Conference Reports, *Cooperative Programs, *Exceptional Child Education, Rehabilitation, State Departments of Education, *State Programs, *Visually Handicapped, Vocational Education

Presented are reports from 10 states on present status of and future plans for career education for blind and visually handicapped children and adults. The reports represent a major aspect of a conference sponsored by the American Foundation for the Blind in which state leaders in special education, rehabilitation, and vocational education considered strategies for collaborative efforts. Typically considered in the reports are ongoing programs, the roles of the three component divisions, state needs assessments, and timetables for future programs. States represented by reports are Arizona, Connecticut, Illinois, Kansas, Louisiana, Maryland, Mississippi, New Jersey, Ohio, and Texas. States with the most extensive cooperative services are given to be Maryland and Illinois, which have either existing programs or pilot programs offering occupational information from kindergarten on, prevocational work-study programs, and, in the case of Illinois, systematic monitoring and evaluating of career education activities in public schools. Included in appendices are lists of conference participants, speakers, and resource persons; proceedings from special interest sessions; and a discussion on issues in career education. (MC)

ED 082 408

EC 052 608

Mardell, C. G. Goldenberg, D. S. Learning Disabilities/Early Childhood Research Project. Annual Report August 31, 1972.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 31 Aug 72

Note—134p.; Developmental Indicators for the Assessment of Learning Project

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Early Childhood, Evaluation, Evaluation Criteria, *Exceptional Child Research, Intervention, *Learning Disabilities, Prevention, *Screening Tests, Task Performance, *Test Construction

Identifiers—Illinois, Title VI

Developmental Indicators for the Assessment of Learning (DIAL), a 1 year project in Illinois, funded through Title VI, to develop screening procedures for identification of prekindergarten children with potential learning disabilities is described. Discussed are evaluation of existing test instruments, which did not meet established criteria, and use of the same criteria to develop an identification instrument for observing and recording behaviors. Criteria are specified such as applicability for age range, individual administration, duration time of 30 minutes, minimal cost, multidimensionality, noncategorical approach, and use by paraprofessionals. Screening of children in sensory, motor, affective, social, conceptual, and language areas with such tasks as walking on a walking board, catching, separating from mother easily, or talking in phrases is detailed. Results of two pilot studies and screening of approximately 4,400 children in eight localities in Illinois are given, which indicate that of 124 items which could show a developmental trend, 118 were statistically significant. Recommendations of Project DIAL include conducting developmental screening programs of the total 3- to 5-year-old population (including vision and hearing screening), developing of children's profiles, distributing the profiles to the pediatrician or family doctor, and considering the child's assets as the factor which might determine success in school. More than half the document is devoted to appendices containing sample screening instruments, memoranda, a parent questionnaire, and evaluation reports. (MC)

ED 082 409

EC 052 626

Junior and Senior High School Manual; Major Work-Honors-Advanced Placement Program.

Cleveland Public Schools, Ohio. Div. of Major Work Classes.

Pub Date 70

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acceleration, *Curriculum Design, Educational Planning, *Exceptional Child Education, *Gifted, Inservice Teacher Education, *Program Descriptions, Secondary School Students, Teacher Role

Identifiers—Cleveland
The manual for the major work-honors-advanced placement program for gifted secondary students in the Cleveland public schools is presented. The program is said to provide challenge through a multi-dimensional teaching approach involving special curricula, enrichment, and course acceleration. Included are criteria and forms for student selection, which typically requires IQ above 115, above average record, emotional stability, and recommendations or approval from principal, teacher, school psychologist, and parents. The normal sequence of courses for subject area honors programs in high school is given for English, foreign language, social studies, mathematics, and science. Explained are selection and functions of the honors counselor and teachers in junior and senior high school. Among teacher responsibilities focused upon are keeping abreast of new developments in teaching strategy, assisting individuals or study groups with special research projects, and drawing on community resources for enrichment. Components of inservice training are examined in terms of focus on goals, construction of classroom tests, examination of instruments that analyze teacher classroom behavior, use of consultant services, and use of instructional media. Additionally, directions for scheduling, marking materials acquisition, and evaluation of students are explained. (MC)

ED 082 410

EC 052 627

Imagination Unlimited: A Guide for Creative Problem Solving, Upper Elementary Summer School.

Cleveland Public Schools, Ohio. Div. of Major Work Classes.

Pub Date 69

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Ability, *Creative Thinking, Elementary School Students, *Exceptional Child Education, *Gifted, Imagination, *Problem Solving, *Teaching Guides, Thought Processes

Identifiers—Cleveland

The guide gives procedures for helping gifted upper elementary school students in Major Work classes utilize their imagination. Appropriate literary quotes introduce a discussion on creativity, which involves the imaginative recombination of known ideas into something new. Considered are obstacles that work against creativity such as mental laziness, fear of being different, and inadequate motivation. Suggested for teachers to help students use imagination to solve problems are procedures such as establishing an environment of freedom or encouraging self-initiated learning. The creative thinking process is described to consist of defining a problem, collecting data on the problem, and analyzing facts for the fact finding component; producing ideas, incubating ideas, and forcing different relationships on habitual relationships to develop ideas; and evaluating and adopting ideas to seek solutions. A hypothetical problem of a student who dreads classroom elections because she might not be chosen is presented. The first worksheet contains eight facts on the problem, possible sources, and results. The next worksheet lists questions that might define the problem. On the third worksheet the student circles 16 of 27 ideas that might lead to a solution. The fourth worksheet contains a matrix listing previous ideas according to criteria and decision for present or future use. The last worksheet shows nine ways to carry out the idea of making more friends. Sample problems significant to personal relationships, literature, science, social studies, and general situations; a fact finding worksheet; and techniques for producing ideas are provided. (MC)

ED 082 411

EC 052 628

Creative Writing: Guide Lines for Teachers, Upper Elementary Summer School.

Cleveland Public Schools, Ohio. Div. of Major Work Classes.

Pub Date 68

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Ability, *Creative Expression, Elementary School Students, *Exceptional Child Education, *Gifted, *Teaching Guides, *Writing Skills

Identifiers—Cleveland

The guide offers suggestions and techniques for teaching creative writing to gifted upper elementary school students. Fifteen characteristics of the creative teacher introduce the subject. Approaches are offered for developing the creative writing tools: words, imagery, figures of speech, sound devices, and parts of speech. Story writing is said to require motivation which the teacher can ignite by providing new experiences for students and scanning current media and books for ideas. Categories offered for writing include descriptions, autobiography, letters, proverbs, diaries, characterizations, fables, or items of personal interest. Suggestions are made for writing a paragraph, a title, and a story; and for beginning a story, measuring conversation, and evaluating a story. A definition of poetry introduces ways to achieve a creative climate for composing poetry; following are a list of topics, unusual forms such as Japanese Haiku, tanka, and the limerick; and procedures for evaluating poems. The guide demonstrates fundamentals of poetry writing with examples of verse forms, meter, the foot line (up to octometer), and stanza forms. Six P's of creative writing (perceive, ponder, plan, produce, polish, proofread), a sample poem, and a list of recordings to set a mood for writing conclude the guide. (Included are a bibliography of approximately 100 books and sources of available commercial aids). (MC)

ED 082 412

EC 052 629

Thirty Years After. Cleveland Public Schools, Ohio. Div. of Major Work Classes.

Pub Date 60

Note—30p.; A Digest of Dr. Walter Barbe's Dissertation "A Follow-up Study of Graduates of Special Classes for Gifted Children"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, Elementary School Students, *Enrichment, *Exceptional Child Research, *Followup Studies, *Gifted, Public Schools, Special Classes

Identifiers—Cleveland

Presented in digest form are results of a follow-up study of 456 graduates who had been enrolled in Major Work classes for gifted students from 1938 through 1952 in the Cleveland public schools. Discussed are the study's background; results obtained from postcards sent twice a year to graduates; and the background physical, scholastic, occupational, and emotional characteristics of students. Excerpts from graduates' evaluation of the program are included. The conclusion is made that the enrichment of the program and special classes for the gifted are sound, rewarding educational practices; that emphasis on the value of further education brings gratifying results; and that lasting values students gain justify time spent in imaginative planning. (MC)

ED 082 413

EC 052 630

Teague, Cecil E., Comp. Report of Gifted Child Project 1969-1970. Decatur City Schools, Ala.

Pub Date 70

Note—339p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Exceptional Child Education, *Gifted, *Inservice Teacher Education, *Language Arts, Poetry, *Program Descriptions, Secondary School Students, Writing Skills

Identifiers—Decatur (Alabama)

Presented is the report of the gifted child project, conducted in the Decatur public schools, Alabama, from 1969 to 1970, consisting of an inservice program for 83 teachers and administrators and a pilot project in language arts for students in grades 9 and 10 in one high school. It is reported that the three teachers from the pilot project will continue to teach English to the same students throughout high school; also, the program will be expanded into elementary and

secondary schools. Provided is information on expenditures, the national convention on gifted children, ways to meet gifted children's needs, and objectives for 10 inservice meetings. Samples of inservice materials (articles, papers, procedures, and guidelines) in areas such as the following are included: helps for the gifted child, terms used in literature of the gifted, problems in identification, a creativity test, dimensions of creative thinking (originality, fluency, flexibility, and elaboration), activities and ideas for elementary enrichment, and kinds of evaluation. A statement on philosophy which gives goals for maximum training of superior students precedes a section containing materials from the pilot project. Included are 11 short stories by students and their evaluations by students, the assignment sheet for the short story and poetry unit, comparisons of poetry and short stories, original poems, assignment sheets for the novel, and compositions on the novel. Also included are samples of teacher ratings and student ratings. (MC)

ED 082 414 EC 052 631

Franklin, Mayer J. Friedl, Berthold C.
Teaching Gifted Students Foreign Language in Grades Ten Through Twelve.
California State Dept. of Education, Sacramento.
Div. of Special Education.
Pub Date 73
Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *Gifted, Language Instruction, *Secondary School Students, *Second Language Learning, *Teaching Methods

Presented is information for teachers, administrators, and consultants concerned with teaching foreign languages to gifted high school students. Discussed in the introduction is the value of foreign language study, the psychological basis of language learning, and identification of language talent. It is advised that the student experience the language to see its potential for higher cognitive skills, and be given an opportunity to experiment in creative use of the language. Briefly considered are methodology, facts and concepts, psycholinguistic principles, and translation in foreign language teaching. The development of proficiency is seen to involve practice with sounds and vocabulary (principles of presentation and conditioning are offered), grammar, speaking, reading, and writing. Suggestions for creative activities such as translating American cartoons are offered. Recommended source materials, teaching methods, and literary texts are listed. (DB)

ED 082 415 EC 052 632

Walker, Virginia
Teaching Gifted Children Mathematics in Grades One Through Three.
California State Dept. of Education, Sacramento.
Div. of Special Education.
Pub Date 73
Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Activities, Creative Development, *Exceptional Child Education, *Gifted, Instructional Materials, *Mathematics, *Primary Grades, *Teaching Guides, Teaching Methods

Intended for teachers of the mentally gifted in grades 1 through 3, the guide distinguishes between the verbally gifted and the mathematically gifted and discusses subject matter content, development of intellectual skills and creativity, and gives teaching suggestions. Discussed are a different emphasis for the mathematically talented, the opportunities of unstructured programs, and the need for sequence and continuity. Also considered for determination of subject content are suggestions for the verbally gifted and broad applications of mathematics. Stress is put on the development of understanding, generalizations, and basic principles. Recommended for the improvement of mathematical skills are quantitative questions, open-ended problems, and individualized programs. The discovery method of teaching is encouraged for development of higher intellectual skills such as analysis-evaluation and synthesis-evaluation. A rich mathematical environment and a teacher who enjoys mathematics is suggested to develop creativity in mathematics. Mathematics instruction is seen to encourage the full development of the gifted child's human potential. Teaching suggestions include ways to

use the number line, primitive number systems, nonmetric geometry with geoboards, and problem solving. (DB)

ED 082 416 EC 052 633
Programs to Visit in the North Carolina Public Schools.

North Carolina State Dept. of Public Instruction, Raleigh. Div. for Exceptional Children.
Pub Date Dec 72
Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demonstration Projects, *Exceptional Child Education, *Handicapped Children, *State Programs

Identifiers—*North Carolina
Listed are approximately 63 programs for exceptional children in North Carolina schools recommended for visitation by school personnel developing local programs. Programs are listed for the educable mentally retarded, the emotionally disturbed or learning disabled, gifted and talented, hearing impaired, physically handicapped, speech impaired, trainable mentally retarded, and visually impaired. Listings are by disability for each of North Carolina's educational districts. Usually included in program listings are program title, administrative unit, contact person, level, school name, and a brief description of program components. (DB)

ED 082 417 EC 052 653

Brotski, David And Others
A Science Program for Children with Exceptional Needs.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children; Wisconsin State Dept. of Public Instruction, Madison. Div. of Instructional Services.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 73

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Educable Mentally Handicapped, *Exceptional Child Education, Mentally Handicapped, *Program Descriptions, *Sciences

Described is the development of a science curriculum used with approximately 275 educable mentally handicapped children between the ages of 5 and 21 years. The curriculum is explained to have as goals the improvement of logical thinking with an emphasis on child centered activities. A summer workshop is explained to have resulted in the review of various contemporary science programs as they contribute to the development of scientific processes such as observing, classifying, and communicating. Stressed are the importance of staff planning, the selection of scientific processes to emphasize, the selection of a subject area of concentration, listing of available instructional materials, actual teaching, and final evaluation. A sample unit is given for the lower primary, upper primary, intermediate, and junior high levels. Evaluated are 30 units from the Elementary Science Study curriculum. Reaction to the new science program from advisory committee members, students, and staff is reported to be highly positive. (DB)

ED 082 418 EC 052 659

Jones, Robert Y.
A Manpower Survey of Semi-Skilled and Unskilled Job Opportunities in Sarasota County.

Sarasota County Vocational-Technical Center, Sarasota, Fla.

Pub Date Jun 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Surveys, *Educable Mentally Handicapped, *Employment Opportunities, Employment Potential, *Exceptional Child Research, Mentally Handicapped, *Vocational Education, Young Adults

Surveyed were 201 business establishments in Sarasota County, Florida, to determine available jobs suitable for educable mentally retarded (EMR) graduates of high school vocational education program. Types of businesses surveyed were automobile dealers; cleaners and janitorial services; general construction; government, utilities, and schools; hospitality industry; hospitals, day care centers, and nursing homes; manufacturing; nurseries, golf courses, lawn care; retail trade; and small engine repair and supplies. Cleaning and janitorial services were the largest

category of potential employment for EMR people followed by manufacturing and the hospitality industry. Highest starting salaries were in government, public schools, and utilities with the lowest salaries in nurseries. A critical shortage of semi-skilled and unskilled laborers was found with one employer out of five looking for semi-skilled or unskilled workers. Recommendations included adding training in the hospitality and hospital industries to the vocational education curriculum, stressing education for social adequacy, and recognizing that available low paying jobs may be all an EMR student is capable of. (DB)

ED 082 419 EC 052 661

Kahn, Harold A. Moorhead, Helen B.
Statistics on Blindness in the Model Reporting Area 1969-1970.

National Eye Inst. (DHEW/PHS), Bethesda, Md.
Report No.—DHEW-NIH-73-427

Pub Date 73

Note—149p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington D.C. 20402 (\$2.10)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Blind, *Etiology, *Exceptional Child Research, *Incidence, *Statistical Data, Visually Handicapped

Presented in the form of 30 tables are statistics on blindness in 16 states which have agreed to uniform definitions and procedures to improve reliability of data regarding blind persons. The data indicates that rates of blindness were generally higher for nonwhites than for whites with the ratio ranging from almost 10 for glaucoma to minimal for "other retinal disease", and that nonwhite females were most likely to become blind due to optic nerve disease. Presented in tables are data concerning trends, additions to registers in 1969 and 1970, first additions to registers, cause of blindness for first additions to registers as determined by physicians, removals from registers, demographic information on persons on registers, estimated midyear population, simplified cause of blindness for all additions to registers, and simplified cause of blindness for all persons on registers. (DB)

ED 082 420 EC 052 665

Harsh, Jean And Others
Treasury of Ideas: A Guide for Primary Major Work Teachers
Cleveland Public Schools, Ohio. Div. of Major Work Classes.

Pub Date 69

Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Citizenship, *Class Activities, *Exceptional Child Education, *Gifted, Individualized Instruction, Language Arts, Literature, *Primary Grades, *Teaching Guides

The guide for teachers of primary grade gifted children provides lesson ideas for the individualization of instruction at three levels of maturity in the areas of literature, outlining, oral presentation, citizenship, and other subject areas. Stressed is the gradual development of individual study skills. Noted for literature are basic skills to be developed at each maturity level such as location of main idea (Level A), answering thought questions, making relevant comments, and discussion and evaluation. Outlined are procedures for group discussions in a literature club format. Described is the development of outlining skills through the three maturity levels. Sample worksheets are offered for children to practice outlining and note taking skills. Also outlined are formats for the preparation of daily talks and criteria for evaluation. Citizenship is taught through the use of class meetings with elected leaders. The final section offers a potpourri of brief ideas for social studies, mathematics, science, language arts, art, and music. Examples are planning an imaginary air trip (social studies), making up problems using a code system (mathematics), planning a spacecraft trip to a planet, keeping a school diary, making a design for wallpaper (art), and composing original dances (music). (DB)

ED 082 421 EC 052 699

Pascale, Pietro J. Murray, Joseph
A Survey of Professional Needs in Special Education for Northeastern Ohio.

Pub Date [73]

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Needs, *Exceptional Child Research, *Handicapped Children, *Inservice Teacher Education, Learning Disabilities, *Questionnaires, *Teacher Attitudes, Workshops

Seventy-five teachers working in the area of special education and learning disabilities were administered a 112 item questionnaire concerning instructional and program needs. Participants were from Northeastern Ohio representing the cities of Youngstown, Akron, Kent, and several suburban districts. Also evaluated was a summer workshop attended by the participants. The greatest need expressed was in the area of managing unacceptable behavior. Teachers from all three cities approved of inservice modes such as lecture with demonstration, demonstration by expert, and work session with children. Teachers reported a preference for moderate personal active involvement in inservice teacher training programs. The questionnaire covered topics such as demographic data, expressed needs in general and instructional categories, expressed needs in content areas, endorsement of specific methods of presenting inservice training, and evaluation of content and presentation of workshop material (DB)

ED 082 422 EC 060 093

Evaluation Bibliography. Chapel Hill. Technical North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Early Childhood Education, *Exceptional Child Education, Handicapped Children, *Parent Attitudes, Screening Tests, *Testing

Identifiers—TADS, Technical Assistance Development System

Presented are brief descriptions of approximately 140 tests suitable for children under 6 years of age and 10 measures for use with parents. Tests for children are indexed by age range in months, by skills tested (language, cognition, self help, social-affective, visual motor, and physical health,) and whether the test is designed for use in screening programs or to be completed by the parent. Usually given for a test is title, author, publisher, and a description covering test purposes, types of items, training needed to administer test, and reliability and validity studies. Examples of test for children described are Bayley Scales of Infant Development, Bender Motor Gestalt Test, Burks Behavior Rating Scales, and the Goldman Frisbie Test of Articulation. Examples of tests for parents are the Baughman and Dalstrom Parent Interview Schedule, Inventory of Home Stimulation, and the Porter Parental Acceptance Scale. Addresses of test publishers are included. (DB)

ED 082 423 EC 060 094

Gillis, George A.

The Effect of Eye Fatigue on Reading, Based on Test Scores and the Presence of Deviant Eye Coordination, Either Esophoria, Exophoria or Hyperphoria.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No—BR-2-J-042

Pub Date Apr 73

Contract—OEC-X-72-0023(057)

Note—46p.

Available from—George A. Gillis, Neah Kah Nie School District 56, P.O. Box 15, Rockaway, Oregon 97136

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, *Eye Movements, *Partially Sighted, *Performance Factors, *Vision Tests, Visually Handicapped

Studied were eye coordination and effects of fatigue on vision in the visual and academic functioning of 1049 students in grades 1 through 10. An earlier study (1966) examined the eye coordination of 1152 students in grades 1 through 12. The common Snellen Test of Visual Acuity failed to indicate 42% of students who were diagnosed by other tests to have eye problems. Tests of eye coordination tendencies found students to be either orthophoric (perfect eye coordination), exophoric (laterally divergent) hyperphoric (vertically divergent), or esophoric (laterally over-convergent). Orthophoric students tended to be the

youngest in their classes, to be good readers, and to cost less to educate. Esophoric students were poor readers, the oldest in their classes, and the most expensive to educate. Welfare students with esophoric eye coordination tested lower on IQ and reading than their esophoric non-welfare classmates. It is recommended that each child receive a clinical vision check early in his school life. (DB)

ED 082 424 EC 060 110

Leiss, Robert H., Comp. Proger, Barton B., Comp.

Language Training for Trainable Mentally Retarded Annual Project Report: First Year.

Montgomery County Intermediate Unit 23, Blue Bell, Pa.

Pub Date Sep 73

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, *Language Instruction, Language Tests, Mentally Handicapped, *Program Evaluation, Testing, *Trainable Mentally Handicapped

Identifiers—*Illinois Test of Psycholinguistic Abilities

One hundred fifty-seven trainable children (aged 7 to 14 years) in 24 classes were given language stimulation based on the Illinois Test of Psycholinguistic Abilities (ITPA) four or eight times a week for a 1 year period. Also examined were the effects of high and low IQ. Measures used were the ITPA, the Peabody Picture Vocabulary Test, and the Mecham Verbal Language Development Scale. Only one of the 15 analyses showed a significant improvement, and it was concluded that specific, prolonged language training based upon the ITPA is ineffective at both intensities of application. The specific language training actually impeded the language performance of the high-IQ groups. (The major portion of the document consists of statistical data obtained from the analyses.) (DB)

ED 082 425 EC 060 195

Baldwin, Alexina

Instructional Planning for Gifted Disadvantaged Children.

Connecticut Univ., Storrs. National Leadership Inst. - Teacher Education/Early Childhood.

Pub Date Sep 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Class Activities, Curriculum Development, *Disadvantaged Youth, *Exceptional Child Education, *Gifted, *Teaching Methods

Discussed is instructional planning for gifted disadvantaged children with emphasis on appropriate teaching strategies and learning activities. Noted are gifted high achievers from disadvantaged backgrounds such as Thomas Bradley, the mayor of Los Angeles. Possible organizational patterns listed include team teaching, open education, and extended school days. Stressed for programming is the development of both basic skills and higher divergent thinking skills. Strategies are suggested for the development of thinking skills such as elaborative thinking, fluent thinking, flexible thinking, and originality. Learning activities described include a mathematics unit dealing with percentage, a study of journeys, a unit on colors, career education, and a simulation game on ecology. (DB)

ED 082 426 EC 060 196

Tymchuk, Alexander J.

Studies of Verbal Abstracting with the Mentally Retarded.

Pub Date [72]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstract Reasoning, *Culturally Disadvantaged, *Disadvantaged Youth, *Exceptional Child Education, Intervention, Language Instruction, *Mentally Handicapped, Transfer of Training, *Verbal Ability

Although studies of verbal abstracting with the cultural-familial mentally retarded have demonstrated a deficit in the ability, the deficit may not be indicative of a basic cognitive deficit; rather, it may be due to a lack of experience with language of a higher conceptual nature. Several training strategies have been followed to overcome the deficit in verbal abstracting primarily through increasing the child's experience with higher conceptual levels of language. The strategies have

been successful in overcoming this deficit on similar tasks, but more information is needed to determine how to enhance generalization of performance to dissimilar tasks. These strategies offer some implications for classroom practice. (Author)

ED 082 427 EC 060 197

Barton, Linda And Others

ITPA Bibliography for Teachers of the Learning Disabled.

Rocky Mountain Special Education Instructional Materials Center, Greeley, Colo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 73

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Cognitive Development, *Exceptional Child Education, *Instructional Materials, Language Instruction, *Learning Disabilities, Perceptual Development, Psycholinguistics, Remedial Instruction

Identifiers—*Illinois Test of Psycholinguistic Abilities

Listed alphabetically by title in the annotated bibliography are 378 instructional materials to be used with subtests of the Illinois Test of Psycholinguistic Abilities (ITPA) for education of learning disabled children at all age levels. The current bibliography is said to be a successor to "A Sequentially Compiled List of Instructional Materials for Remediation of the ITPA" by Harold Rupert, disseminated in 1968 by the Rocky Mountain Special Education Instructional Materials Center (RMSEIMC). Given for each listing are the item number, category under which the material is shelved in the RMSEIMC accession number, format (such as chart and film-strip), ITPA subtest category, title, a short description, age designation, author, price, and source. Included are directions for ordering and a list of area materials centers from which the materials may be obtained. Charts are provided which cross reference materials by number for each of the age levels of early childhood, kindergarten, primary, intermediate, junior high, and senior high in terms of the following ITPA subtests: auditory/visual reception, auditory/visual association, verbal/manual expression, grammatic/visual closure, auditory/visual sequential memory, and auditory closure/ sound blending. Also, instructional materials are listed similarly by number and subtest for areas of early childhood, fine arts, health/physical education/safety, language arts, mathematics, parent resources, perceptual motor development, poster file, practical arts, science, social studies, teacher resources, and work study. Blank pages for notes are supplied. (For information on the earlier discontinued bibliography, see EC 005 026.) (MC)

ED 082 428 EC 060 198

Mentally Gifted Children and Youth: A Guide for Parents.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Pub Date 73

Note—25p.

Available from—Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Education, *Gifted, *Parent Role, *Questionnaires, *School Role

The brochure is intended to help parents understand and aid their gifted children in home, school, and community. Gifted children are defined in terms of outstanding intellectual or creative ability and rank among the top 30% of the nation's school population. Studies are said to reveal that gifted children do not follow a uniform pattern in delineation of individual nature, interests, and needs, yet tend to be superior in almost all measurable human traits. Needs of the gifted child are presented in terms of developmental tasks and profiles for the age levels of infancy and early childhood, middle childhood, and adolescence. The role of parents in motivating their gifted child is discussed, and 10 ways parents can be helpful to schools (such as helping to secure resource materials and persons for research purposes) are listed. Suggestions made for schools to provide adequate

programs include offering differentiated, individualized programs in broad rather than specific vocational areas. Questionnaires containing from 19 to 25 questions focus on whether a child is gifted, whether a parent is gifted, and whether a school provides for the gifted child. (MC)

ED 082 429 EC 060 210

McCabe, Mary Pat

Adaptation of Material and Equipment for Individualizing Remediation in Learning Disabilities Resource Rooms.

Escambia County Board of Public Instruction, Pensacola, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Pub Date Jun 73

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, Cognitive Development, *Exceptional Child Education, *Instructional Materials, Language Development, *Learning Disabilities, Perceptual Development, *Remedial Instruction, Special Education Teachers

Presented for new special education teachers is a brochure containing descriptions and approaches to use of equipment and materials that aid in remediation of learning disabilities in elementary school children. The brochure is said to be based on the assumption that the new teacher understands the major theories which deal with learning disabilities and responses of children with the handicap. Usually given are source, price, a brief description, and activities for the following items of equipment or materials: language master; audiotronics tutorette; tape recorder; language master or tape recorder; dual track recorder; dual track recorder or language master; overhead projector; study mate II projector; overhead, study mate II, or filmstrip projector; flash-X, shadowscope pacer; Hegge, Kirk, and Kirk reading drills; let's read series; Michigan tracking program; and teacher prepared materials. Remediation activities to strengthen specific deficits are listed tabularly for each item of equipment or material in auditory/vocal, auditory/motor, visual/vocal, visual/motor, and multisensory areas. (MC)

ED 082 430 EC 060 211

Kinsaul, John M. And Others

A Summary of Findings and Recommendations for Curriculum Development Needs Assessment of the Educable Mentally Retarded in Glades, Martin and Okeechobee Counties.

Okeechobee County Board of Public Instruction, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Pub Date Jun 73

Note—190p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agencies, Audiovisual Aids, Curriculum Evaluation, *Educable Mentally Handicapped, *Educational Needs, Educational Programs, Employment Opportunities, *Evaluation, *Exceptional Child Education, Instructional Materials, Mentally Handicapped, *School Districts, School Services, Teacher Characteristics

Identifiers—Florida

Presented were findings and recommendations of a curriculum needs assessment study on programs, job opportunities, and services for 312 educable mentally retarded students (EMR) in three Florida counties (Glades, Martin, and Okeechobee). Use of a systems model for planning, implementing, and evaluating the study was explained. Of the findings given, some showed that more students in EMR classes were Negro than white, and boys than girls; that students' other handicaps were in areas of speech, language, and emotional disturbance; that most teachers preferred the self contained classroom and few had expectations for students' future employment; and that job opportunities existed for students with specific characteristics in agricultural, domestic, and environmental areas. Also, some of the findings given showed that few differences existed between the curriculums of regular and EMR classes; that teachers used audiovisual aids, library materials, and physical education equipment but needed materials for daily

living skills; that psychological services differed in the counties but all stressed placement according to IQ; that more supportive services were available in two large counties, and two counties had no vocational rehabilitation services; and that agency support was available from sources as youth centers and non-profit groups. Recommended were such improvements as development of social and economic curriculums for students at intermediate level, preschool goals; remedial activities; resource rooms, inservice teacher training, work study programs, child placement procedures based on the individual, and a program involving parents. (Appendixes containing data on the seven assessment components comprise more than half the document). (MC)

ED 082 431 EC 060 212

Gettings, Robert M., Ed.

Synergism for the Seventies—Conference Proceedings of the National Conference for State Planning Advisory Councils on Services and Facilities for the Developmentally Disabled.

Council for Exceptional Children, Arlington, Va. Pub Date 73

Note—541p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Advisory Committees, *Conference Reports, *Exceptional Child Services, Federal Aid, Federal Legislation, *Mentally Handicapped, National Programs, *Program Evaluation, *Program Planning, State Legislation, State Programs, Trend Analysis

Presented are 37 position papers and two addresses given at the national conference of the National Advisory Council on Services and Facilities for the Developmentally Disabled in November, 1972. Cited are conference objectives to encourage understanding and effective implementation of the Developmental Disabilities Act of 1970, provide technical assistance in planning and evaluating services for the disabled, strengthen communications among state and national council members and staff, and provide a forum for issues related to extension and modification of the Act. The principal addresses urge action on behalf of individuals disabled developmentally in childhood, and explain fiscal synergism in the Office of Management and Budget to advance the nation's social goals, respectively. Seven papers focus on planning and evaluation of programs at the community and state levels, while three papers center on reaching special populations among the developmentally disabled. Use of federal resources through programs such as the vocational rehabilitation state plan, maternal child health plan, and the Social Security Act is discussed in nine papers. Two papers give information on state legislative and administrative action. Delineated in five papers are special services related to such factors as residential arrangements and transportation. Future national strategy is the subject of three papers, and delivery of services is examined in four papers. State advisory programs and sources of funds for innovative programs are both covered with two papers. (MC)

ED 082 432 EC 060 219

Theories of Learning Problems in Young Children.

Southwest Educational Development Lab., Austin, Tex.; Texas Education Agency, Austin.

Note—153p.; Lecture Series presented at Texas Christian Univ. (Aug 11 & 12, 1969, Fort Worth, Texas)

Available from—Southwest Educational Development Laboratory, Texas Education Agency, Capitol Station, 2101 East Eleventh Street, Austin, Texas 78711

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Curriculum Development, Exceptional Child Education, *Learning Disabilities, Maturation, *Mentally Handicapped, *Theories

Identifiers—*Piaget (Jean)

Presented are five papers on the application of the cognitive theories of Jean Piaget to learning problems in young children. The first paper, by Remy Droz, looks at current interactions between psychology and teaching, and relates Piaget's theories to the general scientific trend of the century. Discussed are the four developmental stages suggested by Piaget's theory of intellectual

development. The second paper, also by Droz, considers requirements for educational programs based on Piaget's theories such as relating program content to the child's developmental stage. A sample unit on the city is used to illustrate a Piagetian based program. Beth Stephens examines the diagnosis of reasoning in the mentally retarded and suggests that the retarded follow the same stages of cognitive thinking as normal children but become fixed at a level of reasoning which is only transitory for normal children. Research supporting Piaget's theories are reviewed. In the fourth paper David Elkind applies Piaget's theory of perception to reading and reading disability and concludes that two perceptual activities, perceptual schematization and reorganization, are essential components of the reading process. The final paper, by Celia Lavatelli, discusses implications of Piagetian theory for early childhood curriculum and recommends an operationally based curriculum and teacher-student dialogue for logical classification and concept building (DB)

ED 082 433 EC 060 220

Luca, Mark C.

Teaching Gifted Students Art in Grades Ten Through Twelve.

California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 73

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Art, Curriculum Development, *Curriculum Guides, *Exceptional Child Education, *Gifted

The guide for teaching gifted students art in grades 10 through 12 stresses the importance of art education and of the role of the teacher for a successful art program. Among topics considered in an overview of art instruction are characteristics of art, the tradition of art, higher intellectual skills developed by art, and art and creativity. Discussed as important for art curriculum development are curriculum objectives, appropriate emphases in the art program, policy and strategy of grouping, acceleration of the gifted, enrichment, guidance of the gifted, and evaluation of student work. Other curriculum considerations examined are content of the basic art course, art in subject-area skills, higher intellectual skills, the development of creativity, interrelated programing with other subject areas, and continuity and articulation in the art program. Further considerations noted include the role of the art teacher, organization and facilities in the art program, and innovative art programs. (DB)

ED 082 434 EC 060 221

A Summary of Selected Legislation Relating to the Handicapped 1972.

Department of Health, Education, and Welfare, Washington, D.C.

Report No.—DHEW-05-73-4

Pub Date Jun 73

Note—14p.

Available from—Superintendent of Documents, U.S. Gov't Printing Office, Washington, D.C. 20402 (\$0.40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Services,

*Federal Legislation, *Handicapped Children

Summarized are 11 legislative acts benefiting the handicapped and enacted by the 92nd Congress (1971-1972). Given for each act is the title, public law number, and a summary of the law's general scope. Listed as major legislation benefiting the handicapped are the Social Security Amendments of 1972, the Intermediate Care Amendments of 1971, the Wagner-O'Day Amendments, and the Economic Opportunity Amendments of 1972. Also summarized is other legislation benefiting the handicapped including the Military Medical Benefits Amendments, the Revenue Act of 1971, the Education Amendments of 1972, the Social Security Benefit Increase, the Maternal and Child Health Amendments, the Rights of the Blind and Other Physically Handicapped Persons in the District of Columbia act, and the bill establishing the National Advisory Commission on Multiple Sclerosis. Appended are a chart detailing the legislative history of the 11 laws and cross references to original legislative acts of amendment bills. (DB)

ED 082 435 **EC 060 222**

Gettings, Robert M.
92nd Congress: Federal Legislation Affecting the Mentally Retarded and Other Handicapped Persons.

National Association of Coordinators of State Programs for the Mentally Retarded, Arlington, Va.

Pub Date Feb 73

Note—53p.

Available from—National Association of Coordinators of State Programs for the Mentally Retarded, Inc. 2001 Jefferson Davis Highway, Suite 802, Arlington, Virginia 22202 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Services, *Federal Legislation, *Handicapped Children, *Mentally Handicapped

Identifiers—*Ninety Second Congress

Summarized is federal legislation affecting the mentally retarded or other handicapped persons and enacted or considered by the 92nd Congress (1971-1972). Reviewed in section I of the paper are some of the overriding issues of the Congress such as the conservative coalition and the war in Southeast Asia, in order to give the political and social context of the legislation. Analyzed in detail in Section II are enacted bills having implications for the handicapped such as the Social Security Amendments of 1972. Examined in Section III are bills enacted by congress but vetoed by President Nixon such as the Rehabilitation Amendments of 1972 and the Economic Opportunity Amendments of 1971. Considered more briefly are bills considered but not enacted by the 92nd Congress. Bills are described and status as of the close of the session given. Relevant bills include the Extension of the Developmental Disabilities Act and Financing of Educational Services for Handicapped Children. The final section looks at general and specialized domestic legislation likely to be considered by the 93rd Congress. General issues include tax reform and national health insurance. Topics relating to the handicapped expected to be considered are the financing of educational programs for handicapped children, improvements in residential services for the mentally retarded and comprehensive child development legislation. (DB)

ED 082 436 **EC 060 223**

Monsees, Edna K.

Predicting Language Performance in Hearing Impaired Children.

Children's Hearing and Speech Center, Washington, D.C.; Prince George's County Board of Education, Upper Marlboro, Md.

Pub Date [71]

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aurally Handicapped, Correlation, Early Childhood, *Exceptional Child Research, Language Tests, Prediction, *Rating Scales, *Rubella

The 2-year study evaluated the language performance of 69 hearing impaired, preschool children born following the rubella epidemic of the early 1960's in order to develop an instrument for objectively assessing language achievement and a predictive index of language achievement. Two language rating scales were developed which were tied to the specific curriculum used in the program and measured only oral language reception and expression. The scales were found to be valid instruments for the particular group of hearing impaired as assessed. Major factors found to be significant predictors of language performance were home environment (particularly the mother-child relationship), creativity, degree of hearing impairment, prematurity, and coordination of the oral speech mechanism. (Appended are checklists and rating scales, study tables, the language rating scales, and sources of tests used in the study). (DB)

ED 082 437 **EC 060 224**

Schiff, William And Others

A Field Evaluation of Devices for Maintaining Contact with Mobile Deaf and Deaf-Blind Children: Electronic Communication with Deaf and Deaf-Blind Persons.

New York Univ., N.Y. Deafness Research and Training Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.

Pub Date May 73

Grant—OEG-0-72-1402

Note—35p.; Joint research effort with National Center for Deaf-Blind Youth and Adults

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, Communication Problems, Deaf, Deaf Blind, *Electromechanical Aids, *Evaluation, *Exceptional Child Research, *Multiply Handicapped, Sensory Aids, Tactile Perception

Identifiers—*Vibralert

Behavioral and engineering tests were conducted in the field and laboratory to assess effectiveness and usefulness of the Vibralert, an electronic device for maintaining contact with deaf and deaf-blind children and adults. The vibrating portable signal system was used by 24 deaf and hearing parents to maintain contact with their deaf children at play outside and inside the home for a 2-month period. Findings showed that the majority of the parents and children liked and used the system, and that one third of the test group indicated willingness to buy the system despite problems encountered which corroborated test results. The tests revealed major weaknesses in the system such as restricted range of less than 75 feet, sensitivity to moisture, erratic performance, and difficult maintenance of battery charge. Similar testing was conducted with deaf-blind adults in domestic and industrial settings using the Vibralert and another similar device, the MIT TAC-COM. The investigations showed that the Vibralert was preferred over the MIT TAC-COM in both conditions and that complaints were similar to complaints expressed in the previous field test. (MC)

ED 082 438 **EC 060 271**

Schwartz, Louis Oseroff, Andrew

Welcome to the System: Orientation and Guide to the Clinical Teacher Curriculum.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Bureau No—119054A

Pub Date 73

Grant—OEG-0-71-1668(603)

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Emotionally Disturbed, *Exceptional Child Education, Learning Disabilities, Mentally Handicapped, *Performance Based Teacher Education, Special Education Teachers, *Teacher Education, Teaching Guides

Identifiers—*Florida State University

The guide is intended to provide an orientation to the individualized, performance based special teacher preparation curriculum at Florida State University. The aim of the curriculum is given to be preparation of teachers to serve in public school resource centers by identifying needs of, providing individualized instruction for, and monitoring performance of mildly handicapped educable mentally retarded, learning disabled, and emotionally disturbed students. It is said that "clinical teaching" (individualizing of instruction) is an historical aspiration for implementing the fundamental philosophy of the right to an education of all children. Dilemmas of special educators during the past twenty years are reviewed in terms of exceptional children, available manpower, provisions and services, clinical teaching, and judicial decisions. Alternative strategies for solving the dilemmas are given in relation to goals, changing concepts, instructional alternatives, and services. The role of the clinical teacher is delineated relative to future competency, procedures such as are found in the instructional system or in task analysis, and individualized instruction by means of a conceptual matching model. Contained in a user's guide are directions for student use of the individualized, performance-based, instructional modules of the program; also, the student's responsibilities are described. Appended are a position statement of performance based teacher education, a sample performance contract, a sample grading scale, and computer management systems transaction logs. (For related information see EC 060 272, EC 060 273, and EC 060 274). (MC)

ED 082 439 **EC 060 272**

Brooks, Kenneth F. And Others

Clinical Teacher Desired Pupil Behaviors: An Individualized Reading Curriculum.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Bureau No—119054A

Grant—OEG-0-71-1668(603)

Note—192p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Childhood, Course Objectives, Criterion Referenced Tests, *Curriculum Guides, Educational Programs, *Exceptional Child Education, Handicapped Children, *Individualized Instruction, *Reading, Reading Diagnosis, Reading Skills, *Teacher Education

Identifiers—Florida State University

The individualized reading curriculum guide contains conceptual and instructional models, instructional modules, and competency tests to be used by special education teachers for exceptional children. The curriculum is said to be a critical component of the model developed at Florida State University for trainee demonstration of competency in diagnosis and intervention during practicum experience. The conceptual model gives guidelines for reading competency, major competency tests, performance objectives and cluster competency tests. Reading competency is defined as integration of the four major skills of pre-reading, reading-phonics, reading-linguistics, and reading comprehension. The criterion referenced competency tests are said to be helpful in diagnosis. Individualized instructional modules described include auditory and visual discrimination, memory, sequential memory, comprehension, and visual letter knowledge in the area of pre-reading; consonants and vowels in the area of reading-linguistics; and phonics-linguistics, word and phrase meaning, syntax, sentence and paragraph meaning in the area of reading comprehension. Usually given for each area (or competency) is the model cluster (such as visual discrimination), module (such as discrimination of position), purpose, behavioral objectives, instructional resources/options/activities, and sample test items. Appended are lists of words and sentences to illustrate such aspects as rhyming, consonant blending, blends, prefixes, or sentence meaning. (For related information see EC 060 271, EC 060 273, and EC 060 274.) (MC)

ED 082 440 **EC 060 273**

Schwartz, Louis Oseroff, Andrew

Clinical Teacher Competencies for Special Education.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Bureau No—191371

Pub Date 72

Grant—OEG-0-71-1668(603)

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Design, *Curriculum Guides, Elementary School Students, Emotionally Disturbed, *Exceptional Child Education, Learning Disabilities, Mentally Handicapped, *Performance Based Teacher Education, Teacher Education

Identifiers—*Florida State University

The curriculum provides the clinical teacher trainee with objectives and procedures for demonstrating competencies utilizing a performance based individualized curriculum in resource rooms with mildly handicapped educable retarded, learning disabled, and emotionally disturbed elementary school students. The curriculum is described to be a component of the clinical teacher model for special education at Florida State University and is to be field tested prior to dissemination. The aim of the curriculum is said to be competence to produce required student academic and social behaviors for success in the regular classroom. Knowledge objectives, a major test, and competencies are specified for the conceptual model. The model is applied to areas of diagnosis, intervention, and evaluation. Modules are discussed in terms of entering students who take Mastery tests and proceed on an individualized plan. Described for each module are the competency, module cluster, purpose, behavioral objectives, instructional resources/options/activities and sample test items (criterion referenced) The module is said to provide a format for computer-managed instruction. Given for

the clinical teacher concept module are clusters of past, contemporary, and future philosophies. Included in the diagnosis module are clusters for behavioral sequences and assessment, administration/scoring/ and interpretation of formal and informal tests, and prescription strategies. Included in the module for intervention are clusters for planning and individualized instruction, and in the evaluation module, clusters for improved pupil instruction and teacher competencies. A final module covers clinical teaching. (For related information see EC 060 271, EC 060 272 and EC 060 274.) (MC)

ED 082 441 **EC 060 274**

Die, Ahmed

Documentation and User's Guide to the Computer Management System for the Clinical Teacher Curriculum.

Florida State Univ., Tallahassee. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Bureau No.—1190544

Pub Date 73

Grant—OEG-0-71-1668(603)

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Exceptional Child Education, *Guidelines, Performance Based Teacher Education, Systems Analysis, Teacher Education

Identifiers—Florida State University

The guide to the computer management system for individualized instructional strategy associated with the clinical teacher curriculum at Florida State University is presented. The system is described in terms of 27 Cobol programs and the Multiple Access and Retrieval System (MARS VI), which were adapted to requirements of the clinical teacher curriculum and modules of the individualized reading and mathematics curricula. The first part of the guide covers the clinical teacher model program package and includes information on terminal log-in and log-off, the update processor, entry logs, correction procedures, and the scan processor. The second part covers addition of new modules and students to the system. Appended are sample module, completion, and transaction logs, and examples of computer printouts showing items such as prescriptions for behavioral strategies, and teacher trainee performance reports. (For related information see EC 060 271, EC 060 272, and EC 060 273.) (MC)

EM

ED 082 442 **EM 011 044**

Igo, Robert And Others

Commonwealth CAI Consortium. E.S.E.A. Title III.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PSU-CAI-R-30

Pub Date 31 Aug 69

Grant—OEG-0-8-055230-3479

Note—3p.; See Also ED 059 604

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algebra, *Computer Assisted Instruction, Consortia, *Curriculum Development, Grade 9, *Individualized Instruction, Inservice Teacher Education, Instructional Innovation, Interaction, Mathematics Curriculum, Mathematics Instruction, On Line Systems, *Secondary School Mathematics, Technical Reports, *Tutorial Programs, Tutoring

Identifiers—1510 Instructional Stations, CAI, Commonwealth CAI Consortium, Coursewriter II Language, Elementary Secondary Education Act Title III, ESEA Title, IBM 1500 System, Lincoln High School (Philadelphia), Schenley High School (Pittsburgh)

The Commonwealth Computer-Assisted Instruction (CAI) Consortium continued to develop its algebra and general mathematics courses for ninth graders during the quarter ending August 31, 1969. The program's essential innovative features remained computer-controlled tutorial instruction supplemented by conventional individualized learning experiences. Plans were

made to store student performance data and to use these to direct both on-line and off-line instruction. A field test of the CAI program was run with 16 students; for six weeks the pupils spent 20 minutes a day with the on-line program and 100 minutes daily with appropriate off-line materials. A manual was prepared for CAI teachers, outlining course content, computerized instructional sequences, program routines, and terminal operating procedures. A three-week workshop was held to familiarize teachers with the individualized aspects of CAI, to introduce them to computer programming using Coursewriter II language, to acquaint them with the content of the CAI math programs, and to provide them with experience in utilizing off-line materials. Finally, an IBM 1500 system with eight 1510 instructional stations was installed in Lincoln High School in Philadelphia and remodeling continued at Schenley High School in Pittsburgh. (PB)

ED 082 443 **EM 011 045**

Igo, Robert And Others

Commonwealth CAI Consortium. E.S.E.A., Title III.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PSU-CAI-R-31

Pub Date 15 Nov 69

Grant—OEG-0-8-055230-3479

Note—3p.; See Also ED 059 604

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Algebra, *Computer Assisted Instruction, Consortia, *Curriculum Development, *Formative Evaluation, Grade 9, Inservice Teacher Education, *Mathematics Curriculum, Mathematics Instruction, On Line Systems, *Secondary School Mathematics, Student Attitudes, Technical Reports

Identifiers—CAI, *Commonwealth CAI Consortium, Elementary Secondary Education Act Title III, ESEA Title III, IBM 1500 System, IBM 1510 Instructional Stations, IBM 1518 Image Projectors

The Commonwealth Computer-Assisted Instruction Consortium's ninth grade algebra and mathematics development programs continued to progress along several lines during the period ending November 15, 1969. Responsibility was assigned for authoring the remaining chapters of the programs and criterion tests were developed for on-line administration at the end of each chapter. Procedures for providing corrections and revisions were established, involving both ad hoc contacts between teachers and consortium staff and regular weekly printouts sent to project headquarters. Training and evaluation conferences for the systems managers and the teachers at the two participating high schools were held and efforts were made to assess the relationships between student attitudes toward algebra and math and time spent on-line, amount of material covered, and mathematics performance. Finally, the IBM 1500 System, 1510 instructional stations, and 1518 image projectors were installed and made operational. (PB)

ED 082 444 **EM 011 109**

Statistical Trends in Broadcasting. Ninth Edition.

Blair (John) and Co., New York, N.Y.

Pub Date 73

Note—54p.

Available from—John Blair & Company, 717 Fifth Avenue, New York, N.Y. 10022 (No price quoted)

Document Not Available from EDRS.

Descriptors—Annual Reports, *Broadcast Industry, Cable Television, Color Television, Commercial Television, Comparative Statistics, Income, Publicize, *Radio, Statistical Analysis, *Statistical Data, Statistical Surveys, Tables (Data), *Television, *Trend Analysis

A review of trends in broadcasting and an overall economic profile of the broadcasting industry for 1972, with projections for 1973, are given by a collection of tables and graphs. The first portion presents data on total advertising expenditures and trends, along with information on the gross national product and personal consumption spending. Following this is a large section devoted to the television industry, including figures on the number of sets purchased in 1972, total advertising revenues broken out by source (network, local or spot), television revenues by

geographic market, amount of time sales, and growth rates of cable television. Trends in radio are also covered, in much the same way as those in television. Total advertising expenditures and broadcast revenues are detailed in tables, as are information about revenue by geographic market and material on income for FM stations. (PB)

ED 082 445 **EM 011 134**

Instant World; A Report on Telecommunications in Canada.

Information Canada, Ottawa (Ontario).

Pub Date 71

Note—256p.

Available from—Information Canada, Department of Communications, Ottawa, Ontario, Canada (\$3.00)

Document Not Available from EDRS.

Descriptors—Business Responsibility, Civil Liberties, Computers, Futures (of Society), Human Development, Humanization, Information Systems, Legal Responsibility, Microwave Relay Systems, Public Policy, Radio, *Social Change, *Technological Advancement, *Telecommunication, Telephone Communication Systems

Identifiers—*Canada

Telecommunication, the study of the present state and future prospects of telecommunications in Canada, began in 1969. This general report focuses attention on the main issues and problems disclosed by the 40 individual Telecommunication studies and presents options for consideration. Part one of the report sets out the complex background of problems facing policy makers, offers recommendations, and defines technical terms. A second part addresses the social aspects of telecommunications, present and future. Part Three presents a brief history of the development of telecommunications in Canada. The fourth part considers the future and provides a 20-year forecast of technological developments, an examination of the uses and management of the radio-frequency spectrum, and a discussion of the contribution which telecommunication can make to development. The fifth part deals with government responsibilities, and a section summarizing the main issues identified in the studies concludes the report. (Author/SH)

ED 082 446 **EM 011 247**

Standards and the Education Consumer.

Educational Media Council, Inc., Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—91p.

Available from—Educational Media Council, Inc., 1346 Connecticut Avenue, N.W., Washington, D.C. 20036 (\$3.00)

Document Not Available from EDRS.

Descriptors—Conference Reports, *Development, *Educational Equipment, *Educational Technology, Equipment Standards, *Evaluation, International Education, *Performance Specifications, *Standards, Technology

The presentations and discussions at a two-day seminar held in Washington, D.C. in November 1971 are compiled here. They deal with the composite perplexity of the education consumer in his need for standardization of equipment, technology and materials. It is in part a statement of problems and in part the product of a concerted effort by some 70 experts to recommend solutions to those difficulties. Eight papers on the following topics are included: standards in a non-standard world, the development of standards, international aspects of standardization, the relationship of standardization to educational effectiveness, compatibility among standards, the power of educators to force standardization upon manufacturers, the evaluation and validation of standards, and alternatives for action. Following each paper is a summary of discussions about it by the seminar participants, focusing upon the problems raised and the short-range ameliorative and long-range solution strategies which can be devised to deal with those problems. (PB)

ED 082 447 **EM 011 277**

Lopez, Ronald W. And Others

The Role and Functions of Spanish-Language-Only Television in Los Angeles.

Claremont Graduate School, Calif. Center for Urban and Regional Studies; Claremont Univ. Center, Calif. Chicano Studies Center.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 73

Note—97p.

Available from—Chicano Studies Center, The Claremont College, 919 North Columbia, Claremont, California 91711

Document Not Available from EDRS.

Descriptors—*Audiences, Cultural Awareness, Cultural Background, Cultural Context, Cultural Environment, Mass Media, Mexican American History, *Mexican Americans, Social Change, Spanish Speaking, Television Research, *Television Surveys, Television Viewing, Viewing Time

A study of the audience of a Spanish-language-only television station in Southern California was conducted in order to gain information about media utilization and attitudes of Spanish-speaking people in the United States. The first part of this report outlines the major historical and sociological factors which have kept Mexican Americans relatively unassimilated: it describes the causes of the alienation many Chicanos feel regarding the majority culture. The second part briefly describes how cultural separateness and alienation has led to special conditions and difficulties for the Chicano in his health, housing, employment, and education in Los Angeles. The thesis of this study, that the media have become increasingly significant to the maintenance of a sense of community in the face of geographical dispersion and population increases, is introduced in a third part, and information gathered from 750 in-home interviews is discussed. A final section summarizes the conclusions reached: that the viewer of Spanish-language-only television is a person who is most likely foreign-born, has a low income and educational level, and is over 30; further, responses to open-ended questions suggest that Spanish-language-only television forms an important part of the subculture of Spanish speakers. (Author/SH)

ED 082 448 EM 011 303

Rivers, William L., Ed. Slater, William T., Ed. *Aspen Handbook on the Media: Research, Publications, Organizations.*

Academy for Educational Development, Inc., Washington, D.C.; Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.; Russell Sage Foundation, New York, N.Y.

Pub Date 73

Note—97p.

Available from—The Aspen Program, Suite 232, 770 Welch Road, Palo Alto, California 94304 (\$5.95, paperback \$1.95)

Document Not Available from EDRS.

Descriptors—Cable Television, *Communication (Thought Transfer), *Communications, Directories, Institutional Research, *Mass Media, *Media Research, *News Media, Organizations (Groups), Publications

The Aspen Program on Communications and Society represents a major attempt to bring together men, ideas, and institutions to pioneer in the communications field, to identify the main communications issues confronting society, and to develop effective programs to implement these policies. This handbook was compiled as a result of an Aspen program survey of existing organizations and research in the communications field; its focus is specifically on major organizations and institutions involved with the media—publications about the media, media organizations, universities conducting media research, foundations and other organizations that support such research, libraries and other repositories of media information, broadcasting action groups, basic data on cable television, and guides to government deliberations on issues involving the media. Complete addresses and information describing the institution or organization is provided for each. (Author/SH)

ED 082 449 EM 011 319

Levie, W. Howard, Ed.

Research on Learning from Pictures: A Review and Bibliography.

Indiana Univ., Bloomington. School of Education. Pub Date Mar 73

Note—94p.

Available from—School of Education, Indiana University, Bloomington, Indiana 47401 (\$7.00 per year, for six issues, \$1.50 single issue)

Journal Cit—Viewpoints; v49 n2 Mar 1973

Document Not Available from EDRS.

Descriptors—Associative Learning, Children, Color Presentation, *Learning, *Learning Theories, Motion, Observational Learning, *Pictorial Stimuli, Recall (Psychological), Recognition, Rote Learning, Serial Learning, *State of the Art Reviews

Centrally concerned with research which investigated how people learn from pictures, this issue of "Viewpoints" provides a series of review articles and a bibliography. The first article reviews recent research using adult subjects in commonly used psychological research paradigms—recognition memory, recall associate learning—and introduces current theoretical propositions related to this research. The second article reviews similar research in which children were subjects, and the third article deals with studies that manipulated physical parameters of pictures—amount of detail, color, and motion. The fourth article is a review of studies of eye movement and other physiological responses to visual stimuli. The final article offers summary comments on the research reviewed in this issue. References cited in the bibliography are mostly from the review articles and are generally recent reports of empirical research appearing in broadly available publications. (Author/SH)

ED 082 450 EM 011 327

BBC Handbook 1973.

British Broadcasting Corp., London (England).

Pub Date 72

Note—294p.

Available from—BBC Publications, 35 Marylebone High Street, London W1M 4AA, England (75 pence); Pendragon House, Inc., 220 University Ave., Palo Alto, California 94301 (\$3.00)

Document Not Available from EDRS.

Descriptors—Audiences, Broadcast Industry, Broadcast Television, Business Responsibility, Electronic Equipment, Film Libraries, Programming (Broadcast), Radio, *Television, Television Viewing, *Yearbooks

Identifiers—BBC, British Broadcasting Corporation, Great Britain

The 1973 British Broadcasting Corporation (BBC) handbook covers the activities and state of the BBC. It first presents a profile of the BBC's first 50 years and of the awards presented to the BBC. The television activities of the BBC are discussed next, including its television service, world television, television enterprises, television film library, television audiences, and the content of television network programs. Radio services, music broadcasts, radio enterprises, radio audiences, and the content of radio network programs are detailed in the following section. Other sections cover regional broadcasting, program services and the public, external services, and engineering. (SH)

ED 082 451 EM 011 343

Program Source Directory. A Resource for Canadian Community Radio Stations.

Canadian Broadcasting Corp., Toronto (Ontario).

Pub Date 73

Note—40p.

Available from—Canadian Broadcasting Corporation, P. O. Box 500, Station "A", Toronto 116, Canada (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, *Exchange Programs, Interinstitutional Cooperation, Material Development, *Programming (Broadcast), *Radio, *Resource Guides

Identifiers—*Canada, Community Radio

In Canada, Community Radio is beginning to reassert itself as local groups demand access to the airwaves to share information about their own cultures and communities, to devise their own entertainment, and to participate in dialogues with others. Since funds for Community Radio are scarce and programming expensive, and effort is underway to encourage the exchange of program materials. This source-book is intended to serve two functions. First, it provides individuals with information about the people, stations and institutions which possess materials suitable for use on other stations. Second, it informs Community Radio groups of the needs of others, so that these might be kept in mind and motivate the development of programs which have relevance beyond the confines of the immediate situation and which can later be shared with others. Fifty-six sources are listed, along with relevant names, addresses,

telephone numbers, program descriptions, and conditions of exchange. (Author/LB)

ED 082 452 EM 011 351

Daily, Jay E.

Organizing Nonprint Materials: A Guide for Librarians. Books in Library and Information Science Volume Three.

Pub Date 72

Note—190p.

Available from—Marcel Dekker, Inc., 95 Madison Avenue, New York, N.Y. 10016 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Books, *Cataloging, Computers, Films, Higher Education, *Information Science, *Library Science, *Library Technical Processes, Media Specialists, Organization, Phonograph Records, Secondary Grades

A means for organizing nonprint material collections which combines efficiency with effective service is presented. The principles and procedures of such collections are demonstrated and a common denominator for the computerized as well as the manually prepared catalog is established. The book's first part provides a critical introduction to organizational problems and possibilities, defining nonprint materials, the library and its patrons, discussing pictures, recorded sound and films, and offering a procedural manual for nonprint materials. Part II examines specialized tools—notably, a classified list of subject headings—used in organizing picture collections and provides a list of uniform titles, a roster of subject headings for phonograph recordings, and other examples of cataloging nonprint material. Also included are an actual community survey, a guide to the collection serving that community, a procedural manual, and examples of cataloging and indexing entries. An extensive bibliography provides supplemental information. (Author/PB)

ED 082 453 EM 011 368

Gordon, Thomas F. Verna, Mary Ellen

Mass Media and Socialization: A Selected Bibliography.

Temple Univ., Philadelphia, Pa. Dept. of Radio-Television-Film.

Pub Date Apr 73

Note—51p.

Available from—Department of Radio-TV-Film, Temple University, Philadelphia, Pennsylvania 19122 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Communication (Thought Transfer), Films, *Mass Media, Politics, *Socialization, Television, Violence

Identifiers—Cumulative Book Index, Psychological Abstracts, Sociological Abstracts

Given the growing interest in the area of socialization and mass media, this bibliography of articles and books is intended to simplify reference to the literature and to stimulate research. Three primary sources are used: "Psychological Abstracts (1950-1972)," "Sociological Abstracts (1953-1972)," and the "Cumulative Book Index (1959-1972)." The topic areas searched to produce the bibliography were communication, mass communication, socialization, television, films, media, mass media, moving pictures, violence, and politics. Within the bibliography materials are structured under the following headings: 1) general socialization; 2) mass media approaches; 3) mass media reviews and bibliographies; 4) methodological considerations; 5) usage patterns; 6) functions of media; and 7) media effects on social norms, values, and roles. (PB)

ED 082 454 EM 011 382

Mattos, Daniel V., Jr.

A Comparison of Performance versus Presentation Based Methods of Instructing Pre-service Teachers in Media Competencies.

Pub Date Mar 72

Note—196p.; Thesis submitted to the Graduate School, Division of Academic Curriculum and Instruction of The Pennsylvania State University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement Tests, Attitude Tests, *Comparative Analysis, Conventional Instruction, Doctoral Theses, *Experimental Teaching, Experiments, Higher Education, *Instructional Innovation, *Preservice Education, Teacher Education, Teacher Educators, *Teaching Methods, Values

Research compared conventional and experimental methods of instruction in a teacher education media course. The conventional method relied upon factual presentations to heterogeneous groups, while the experimental utilized homogeneous clusters of students and stressed individualized instruction. A pretest-posttest, experimental-control group design was employed with science, humanities and social science teaching majors. Attitude scales and achievement tests measured the relationships of values and performances to majors, and interaction analysis investigated the implementation of methods and their differences. Among the major results were the findings that: 1) the experimental treatment induced more attitude change; 2) humanities majors had aesthetic values, scientists theoretical ones, and social scientists political values; 3) values correlated poorly with achievement and attitudes; 4) attitude and achievement scores correlated poorly; and 5) the experimental method produced effective textbook learning. It was concluded that the experimental method was as valid as conventional instruction. (Author/PB)

ED 082 455 **EM 011 384**

Merrill, M. David. Boutwell, Richard C. **Instructional Development: Methodology and Research. Working Paper Number 33.** Brigham Young Univ., Provo, Utah. Dept. of Instructional Research and Development. Pub Date 31 May 72.

Note—76p.; Reprint from *The Review of Research in Education*, Fred N. Kerlinger; See Also EM 011 385.

Available from—Brigham Young University Press, 209 University Press Building, Provo, Utah 84601 (\$2.50).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Educational Research, *Higher Education, *Instructional Design, Learning Theories, Methodology, Publications, *Research Methodology, Task Analysis.

Identifiers—Mathemagenic Information.

Five premises necessary for the formulation of instructional theory are stated. As a suggested elaboration of the "behavior classification" premise, a two-way (content and behavior) classification scheme for higher order tasks is described. The content dimension includes paired associate, concept, principle, and problem tasks. The behavior dimension includes discriminated recall, classification, rule using, and higher rule using. Each two-way category is illustrated by treatments from recent research on higher order tasks. As a suggested elaboration of the "manipulation of task variables" premise, a taxonomy of task variables is described. The taxonomy is divided into qualitative variables and quantitative parameters. The former include the major categories of presentation form, interdisplay relationships, and mathemagenic information (i.e. information designed to promote behavior which gives birth to learning). Parameters include major categories of sequence, quantity, and pace. Research investigating some of the variables in the taxonomy is described and critiqued, and some additional needed research is suggested. A final section indicates implications of this research and the task taxonomy for instructional development. (Author)

ED 082 456 **EM 011 386**

Loy, Jane M. **Latin America: Sights and Sounds; A Guide to Motion Pictures and Music for College Courses.** Consortium of Latin American Studies Programs: Publication No. 5.

Latin American Studies Association, Inc., Gainesville, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Report No.—CLASP-5.

Pub Date 73.

Note—250p.

Available from—CLASP, Latin American Studies Association, Secretariat, Box 13362, University Station, Gainesville, Florida 32601 (\$2.50).

Document Not Available from EDRS.

Descriptors—*Films, *Guides, *Higher Education, *History, Indexes (Locators), *Instructional Films, Latin American Culture, Media Selection, Music.

Identifiers—Latin America.

The first section of this guide discusses topics such as the methods used to select educational films, their quality, the uses and values of films in

the college classroom. After a brief section covering how to use the guide, 65 films that deal with Latin America and are recommended for use in conjunction with college courses in Latin American history are listed. For each title, information is provided on running time, availability in color, producer, distributor, and costs. A detailed annotation describing the film's contents and a qualitative appraisal are included, along with a brief list of suggested related readings and an indication of the specific audience for which the film is most appropriate. Thirteen recommended feature films are also treated. In addition, the guide lists some 73 additional educational films which are not recommended for various reasons such as being out of date, juvenile, inaccurate, politically or otherwise biased, peripheral, or dull. A bibliography of film-related materials and a discussion of the use and teaching of Latin American music are also included. (PB)

ED 082 457 **EM 011 411**

Frick, Frederick C. **Educational Technology Program. Quarterly Technical Summary, Period Ending 31 May 1970.**

Massachusetts Inst. of Tech., Lexington. Lincoln Lab.

Spons Agency—Air Force Systems Command, Washington, D.C.

Report No.—ESD-TR-70-154.

Pub Date 15 Jun 70.

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Computer Assisted Instruction, Educational Technology, Individualized Instruction, *Instructional Systems, *Instructional Technology, Military Personnel, Military Training, Programed Instruction, Self Pacing Machines, *Teaching Machines, *Technical Education, Technical Reports, Vocational Education.

Identifiers—CAI, *Lincoln Training System, LTS.

An overview of the Lincoln Training System (LTS) and descriptions of the hardware and software of the LTS-1 and LTS-2 systems are provided. The overall program seeks to develop, test, and evaluate technical aids to vocational training systems. These are appropriate to this field because the high costs need to be reduced and because there are clear objectives which can serve as criteria of success. The LTS uses microform techniques for information storage, and response branching logic. Broad specifications for LTS are: 1) random access from frame to frame in less than one second; 2) the capability to handle graphic material, including text, diagrams, and halftone reproductions; 3) a display of 30-60 seconds of voice quality audio per frame; 4) response selection logic which is stored photographically with each frame; 5) console keyboard with provision for author-regulated responding and student browsing; and 6) an option to use a computer for course management and student monitoring. LTS-1 is a mock-up system using commercially available components, designed as a preliminary evaluation of the system specifications given above. LTS-2 is a prototype microfilm system undertaken for design and component development purposes. (LB)

ED 082 458 **EM 011 412**

Frick, Frederick C. **Educational Technology Program. Quarterly Technical Summary, 1 December 1970 through 28 February 1971.**

Massachusetts Inst. of Tech., Lexington. Lincoln Lab.

Spons Agency—Air Force Systems Command, Washington, D.C.

Report No.—ESD-TR-71-55.

Pub Date 15 Mar 71.

Note—16p.; See Also EM 011 411.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, Branching, *Computer Assisted Instruction, Educational Development, Educational Technology, Holography, Individualized Instruction, Instructional Systems, *Instructional Technology, *Microfilm, Microform Readers, Military Training, Programed Instruction, Self Pacing Machines, *Teaching Machines, *Technical Education, Technical Reports, Vocational Education.

Identifiers—Air Traffic Control, CAI, IBM 360 67 Computer, Keesler Technical Training Center, KTTTC, *Lincoln Training System, LTS, LTS 3.

The decision to employ direct rather than diffraction recording in the Lincoln Training System (LTS) is reported. This resulted from the findings that direct recording was practical at higher densities than previously thought possible and that rapid access to a number of fiche would compensate for the limited number of frames per fiche realized with direct recording. The initial stages of the educational development program for the LTS, consisting of programs in Principles of Electronics and Air Traffic Control developed at Keesler Air Force Base (AFB) are described. Finally, a report of LTS-3, a microfiche-based training system which will be field-tested at Keesler AFB, is offered. Information is given which explains how a microfiche reader provides access to audio/graphic frames and how lesson branching logic is stored photographically. Supporting author facilities for merging voice and lesson-branching logic and for recording these signals on film are described. In addition, detailed technical data are provided on terminal design, the audio recording system, the audio read system, the LTS-3 terminal/computer interface, the author's voice/data merge facility, and on diffraction-pattern recording techniques. (LB)

ED 082 459 **EM 011 413**

Frick, Frederick C. **Educational Technology Program. Quarterly Technical Summary, 1 June through 31 August 1971.**

Massachusetts Inst. of Tech., Lexington. Lincoln Lab.

Spons Agency—Air Force Systems Command, Washington, D.C.

Report No.—ESD-TR-71-264.

Pub Date 15 Sep 71.

Note—14p.; See Also EM 011 411.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, Educational Technology, Individualized Instruction, *Instructional Systems, *Instructional Technology, Microfilm, Military Training, Programed Instruction, Self Pacing Machines, Simulators, *Teaching Machines, *Technical Education, Technical Reports, Vocational Education.

Identifiers—CAI, Lincoln Terminal Language, *Lincoln Training System, LTS, LTS 3, Step Retreat Camera.

During the quarter covered by this report, the design of the Lincoln Training System-3 (LTS-3) Terminal System was completed and construction of a prototype unit begun. Four major hardware developments occurred: 1) An Image Systems, Incorporated Model 201 CARD Reader was converted into the LTS-3 audio-visual student terminal; 2) the first of five LTS-3 terminal interface links with the PDP-8/I computer was completed; 3) the author's audio-recording facility, permitting random access, recording, and playback, was developed; 4) a special step-and-retreat camera for the production of microfiche masters was procured. A simulator for the Lincoln Terminal Language was written on the IBM 360/67 computer and used to check out programs for the field tests at Keesler Air Force Base. Approximately 75% of the lesson material for these operations was completed; this material will be used for the initial field trial of the LTS concept. It covers one week each in the areas of electronics and air traffic control and consists of 2000 frames. Initial estimates suggest even slow students will complete the material quickly, thus saving time at no loss of training quality. (Author/LB)

ED 082 460 **EM 011 414**

Frick, Frederick C. **Educational Technology Program. Quarterly Technical Summary, 1 June Through 31 August 1972.**

Massachusetts Inst. of Tech., Lexington. Lincoln Lab.

Spons Agency—Air Force Systems Command, Washington, D.C.

Report No.—ESD-TR-72-233.

Pub Date 15 Sep 72.

Note—20p.; See Also EM 011 411.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Autoinstructional Aids, Capital Outlay (for Fixed Assets), Computer Assisted Instruction, *Cost Effectiveness, Costs, Educational Development, Educational Technology, *Equipment Evaluation, *Formative Evaluation, Individualized Instruction, *Instructional Systems, *Instructional

Technology, Low Ability Students, Microfiche, Military Training, Technical Reports, Vocational Education

Identifiers—CAI, Keesler Technical Training Center, KTTT, *Lincoln Training System 3, LTS 3, LTS 4

Field trials of the Lincoln Training System (LTS-3) at Keesler Air Force Base were completed. Fifteen lessons on the material covered in the fifth week of an electronics course were prepared and used. Students using the LTS-3 materials learned slightly better than pupils who received conventional instruction, lower aptitude students performed well, and there was a 37% savings in time. Thus, despite higher capital costs, overall operating expenses can be reduced, and the system is cost effective. Therefore, planning for full engineering development and operational test of a production prototype system (LTS-4), in which the new training medium will be used for an entire course of instruction, was undertaken. Extensive development of lesson materials and the installation of microfiche production facilities at Keesler Technical Training Center were recommended. Hardware development activities during the quarter included: 1) microfiche selector development, 2) audio reader system development, 3) audio channel experiments, 4) data channel development, 5) a survey of high-resolution films, 6) the assembly of a system self-processor, and 7) the development of self-processor software. (Author/LB)

ED 082 461 EM 011 415

Butman, Robert C. Frick, Frederick C.

The Lincoln Training System: A Summary Report.

Massachusetts Inst. of Tech., Lexington. Lincoln Lab.

Spons Agency—Air Force Systems Command, Washington, D.C.

Report No.—ESD-TR-72-237

Pub Date 3 Oct 72

Note—28p.; See Also EM 011 411

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Computer Assisted Instruction, Computer Graphics, Cost Effectiveness, Costs, Educational Technology, Individualized Instruction, *Instructional Systems, *Instructional Technology, Low Ability Students, *Microfiche, Military Personnel, Military Training, Programed Instruction, *Program Evaluation, Self Pacing Machines, Teaching Machines, Technical Education, Vocational Education

Identifiers—Audio Reader, *Lincoln Training System, Logical Processor, LTS, LTS 3, LTS 4, Microfiche Reader Terminal

The current status of the Lincoln Training System (LTS) is reported. This document describes LTS as a computer supported microfiche system which: 1) provides random access to voice quality audio and to graphics; 2) supports student-controlled interactive processes; and 3) functions in a variety of environments. The report offers a detailed description of LTS-3, the current embodiment of the system concept outlined above, discussing its microfiche reader terminal, audio recording, audio reader, logical processor, and lessons. Results of the field test of LTS-3 are given, the most significant of which indicate that a system can be designed which is cost effective, which reduces training time without adversely influencing training quality, and which enhances the performance of low ability students. Further developments growing out of the LTS-3 project are also treated. These hardware modifications are expected to result in LTS-4, a streamlined and significantly less expensive version of the LTS in which each LTS-4 console will be capable of stand-alone operation and self-contained computational power. (LB)

ED 082 462 EM 011 416

Frick, Frederick C.

Educational Technology Program. Quarterly Technical Summary, 1 September Through 30 November 1972.

Massachusetts Inst. of Tech., Lexington. Lincoln Lab.

Spons Agency—Air Force Systems Command, Washington, D.C.

Report No.—ESD-TR-72-353

Pub Date 15 Dec 72

Note—16p.; See Also EM 011 411

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Autoinstructional Aids, Computer Assisted Instruction, *Educational Development, Educational Technology, *High Achievers, *Individualized Instruction, Instructional Systems, *Instructional Technology, *Microfiche, Military Personnel, Military Training, Programed Instruction, Self Pacing Machines, Simulation, Teaching Machines, Technical Education, Technical Reports, Vocational Education

Identifiers—Data Demodulation, Keesler Air Force Base, *Lincoln Training System, LTS 3, LTS 4, Pin Positioning, Self Processor, Vernier Positioning

Several on-going activities were conducted during this quarter. Field trials of the Lincoln Training System-3 (LTS-3) at Keesler Air Force Base were extended to include high-aptitude students previously excluded. Results showed such students scored significantly higher on achievement tests and learned substantially faster when they received LTS instruction. An additional study on the use of LTS for task simulation led to the implementation of a new student response interpretation feature for the system. LTS-4 hardware development continued along several lines. Design of the microfiche selector/reader breadboard progressed and an experiment to evaluate pin positioning as an alternative means of vernier positioning was initiated. Results of data demodulation tests indicated that the system will support a 1200 band data rate. Finally, work continued on the evaluation of front-projection and rear-projection screen facilities and on the construction, programming, and debugging of a self-processor. (Author/PB)

ED 082 463

EM 011 417

Frick, Frederick C.

Educational Technology Program. Quarterly Technical Summary, 1 December 1972 through 28 February 1973.

Massachusetts Inst. of Tech., Lexington. Lincoln Lab.

Spons Agency—Air Force Systems Command, Washington, D.C.

Report No.—ESD-TR-73-75

Pub Date 15 Mar 73

Note—18p.; See Also EM 011 411

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Autoinstructional Aids, Computer Assisted Instruction, Educational Technology, *Equipment Evaluation, Individualized Instruction, *Instructional Systems, *Instructional Technology, *Microfiche, Military Personnel, Military Training, Programed Instruction, *Program Evaluation, Self Pacing Machines, Teaching Machines, Technical Education, Technical Reports, Vocational Education

Identifiers—*Lincoln Training System, LTS 3, LTS 4, Audio Readers, Self Processor

Work on the Lincoln Training System (LTS) conducted during the period covered by this report focused upon 1) applications research for the LTS and 2) on the implementation of a series of experimental design studies. Test results showed that pairs of students could share terminals, with feedback and remediation based on only one student's response, thus permitting more students to be trained at lower costs. Student data summaries for 1) the exact path of each student; 2) the distribution of frame transfer at each frame; and 3) the time per frame, proved valuable for lesson analysis and the evaluation of alternative instructional strategies. The microfiche selector/reader breadboard was completed and studies were begun involving alternative audio readers, x-y positioning schemes, and fiche manipulation systems. Data from these studies will serve as the basis for decisions regarding the subsystems of LTS-4. Finally, it was determined that the proposed self-processor for LTS-4 was capable of complete reduction of the raw data stored on film, and that the film data channel more than adequately met the system's requirements. (Author/PB)

ED 082 464

EM 011 418

Frick, Frederick C.

Educational Technology Program. Quarterly Technical Summary, 1 March through 31 May 1973.

Massachusetts Inst. of Tech., Lexington. Lincoln Lab.

Spons Agency—Air Force Systems Command, Washington, D.C.

Report No.—ESD-TR-73-173

Pub Date 15 Jun 73

Note—21p.; See Also EM 011 411

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Computer Assisted Instruction, *Educational Development, *Educational Technology, Individualized Instruction, Input Output Devices, *Instructional Systems, *Instructional Technology, Microfiche, Military Training, Programed Instruction, Self Pacing Machines, Simulators, Teaching Machines, Technical Education, Technical Reports, Vocational Education

Identifiers—Film Gate, Image Rotator, Lincoln Terminal Language, *Lincoln Training System, LTL 2, LTS, LTS 4, MCS 4, Microscope Selector Reader, Self Processor Interface, Vernier Positioning Technique

During this quarter further investigations of alternative designs for the Lincoln Training System LTS-4 project's features and subsystems continued. Software efforts proceeded concurrently in three areas: 1) system architecture, monitor, and input/output programs; 2) a new version of the Lincoln Terminal Language, LTL-2; and 3) programs to apply LTL to author needs. Hardware developments resulted in the design and installation of a new film gate in the image rotator and in the implementation of a new vernier positioning technique. In addition, most of the parts for the rotating microscope selector/reader were released for fabrication and the self-processor interface was nearly completed. Finally, considerable progress was made on the development of system software utilizing the MCS-4 simulator. (Author/PB)

ED 082 465

EM 011 424

Roh, Chaisang Handler, Paul

Dynamics of Population and Economic Growth: A Computer-Based Instruction Program.

Illinois Univ., Urbana. Computer-Based Education Lab.

Pub Date Jun 73

Note—15p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (4th, Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Demography, Economic Education, *Economics, Higher Education, *Models, *Population Growth, Program Descriptions, *Simulation

Identifiers—CAI, Computer Assisted Instruction System, Hewlett Packard 9100B, Minicomputers, PLATO, University of Illinois, Wang 700 Programming Calculator

A computer-assisted instructional (CAI) program at the University of Illinois is used to teach the dynamics of population growth. Socio-economic models are also developed to show the consequences of population growth upon variables such as income, productivity, and the demand for food. A one-sex population projection model allows students to project size age distribution, and other demographic characteristics under a variety of assumptions and parameters. A one-sector growth model illustrates the impact of population growth upon economic development, and other supplemental models are available if desired. Descriptive surveys show the program to be successful. It has enormous variety and generates much data with relatively little input. Students achieve awareness of population growth factors without having to undergo extensive mathematical training, and segments of the program have been utilized by instructors in several other disciplines. The program is primarily tied to the PLATO CAI system but a simplified version is ready for use with other hardware, such as the WANG 700 Programming Calculator and the Hewlett-Packard 9100 B. As CAI becomes available on other campuses, the program will be made accessible to a greater audience. (PB)

ED 082 466

EM 011 425

Kellerman, Anne MacDonald, Geraldine

A Dynamic Tutorial System: An Application Package for Everyone.

State Univ. of New York, Binghamton.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—15p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (4th, Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Consortia, *Curriculum Development, Higher

Education, *Inservice Teacher Education, Program Descriptions, Programming, Program Languages, *Tutorial Programs, *Undergraduate Study, Workshops

Identifiers—APL, ATS, *Author Tutorial System, CAI, National Science Foundation, New York State, NSF

A new approach to computer-assisted instruction (CAI) called Author Tutorial System (ATS) was field tested in a National Science Foundation-sponsored school consortium in New York State. ATS was designed as a package of authoring functions written in the APL interactive programming language to enable authors who are not experienced programmers to create sophisticated computer-mediated tutorials. A summer workshop held for 72 faculty from the participating schools offered them new uses for CAI, stressing non-linear programs and introducing them to APL. A weekend workshop held in the fall and consisting of lectures and terminal sessions taught faculty members how to develop and revise their own tutorials. Following this, participants developed tutorials for their classes. The conclusion was reached that ATS could make significant contributions to undergraduate education provided two conditions were met. First, a dynamic relationship must be maintained between: 1) originators, 2) programmers, 3) computer teaching professionals acting as interface personnel, and 4) faculty, to insure the effective delivery of program packages. Secondly sufficient attention must be given to training faculty. (PB)

ED 082 467 EM 011 426
MacDonald, William D. MacDonald, Geraldine E.

The Time-Sharing Computer In Introductory Earth Science.

State Univ. of New York, Binghamton.

Pub Date Jun 73

Note—14p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (4th, Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Based Laboratories, *Earth Science, *Geology, Higher Education, Program Descriptions, Programming Languages, Seismology, *Undergraduate Study

Identifiers—APL, BRACH, CAI, ROTS, SEIS, State University of New York at Binghamton
Time-sharing computer-assisted instructional (CAI) programs employing the APL language are being used in support of introductory earth science laboratory exercises at the State University of New York at Binghamton. Three examples are sufficient to illustrate the variety of applications to which these programs are put. The BRACH program is used in paleontology to demonstrate the natural variations in morphology of a fossil species; SEIS provides an analysis of time-travel relations of seismic waves; and ROTS offers a general purpose rotation program which is helpful in the study of continental drift and paleomagnetism. A time-sharing CAI system is recommended because it allows introductory students to explore exciting fields more thoroughly than otherwise possible and provides the teacher with instructional flexibility. APL is useful because it requires little computer sophistication on the part of the student, offers an accurate program, quickly performs complicated and time-consuming computational operations for the student, and improves his accuracy and his confidence in his ability to learn. (PB)

ED 082 468 EM 011 427

Brooks, LeRoy D.

Undergraduate Student Task Group Approach to Complex Problem Solving Employing Computer Programming.

Delaware Univ., Newark. School of Business and Economics.

Pub Date Jun 73

Note—3p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business Administration, *Business Education, Computer Assisted Instruction, Computer Programs, *Decision Making, Educational Games, Higher Education, *Problem Solving, Program Descriptions, *Programming, *Simulation, Undergraduate Study
Identifiers—B5500, B6700, FORTRAN

A project formulated a computer simulation game for use as an instructional device to improve financial decision making. The author constructed a hypothetical firm, specifying its environment, variables, and a maximization problem. Students, assisted by a professor and computer consultants and having access to B5500 and B6700 facilities, held 16 three-hour meetings to write a computer program for finance decision-making simulation game. Task forces were established to investigate information requirements for the program and to write in FORTRAN the necessary statements. The completed program ran under 900 cards, was compiled on a B6700 in .2 minutes, and required .02 minutes to simulate a firm's decisions. Up to 99 firms could be included for 40 periods of play. Participants could make decision inputs on 11 variables such as loan acquisition, debt retirement, etc., and balance sheets and income and other statements were output to enable decision-making. The program enhanced the decision-making abilities of the players and the project also provided useful training for the designers. They were well motivated, and the goal-centered activity gave them practical experience in the application of theoretical skills and techniques. (PB)

ED 082 469 EM 011 428

Munick, Herman Allison, John

On Uses and Misuses of Computer Programs in Statistics.

Pub Date Jun 73

Note—9p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (4th, Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Programs, Correlation, *Statistical Analysis, *Statistics
Identifiers—Autocorrelation, Distributions, Linear Regressions, Normal Curve, Normal Distribution, T Values

Distributions and linear regressions are discussed. The section dealing with the former topic emphasizes the usefulness of computer programs in statistics, demonstrating their ability to handle tedious and time-consuming tasks. The normal curve is stressed since the assumption of a normal distribution is common. An example of 200 data points is presented which illustrates a computer program's ability to do descriptive statistics for data not grouped, data which is distributed into any number of classes of equal width and testing if the 200 points are normally distributed. The section of linear regression emphasizes how computer programs can lead to erroneous results. In the area linear regression there are in current use "canned programs" which display the t-values corresponding to the coefficients of the least square estimate, but do not take autocorrelation into account. In the presence of autocorrelation it is incorrect to use these t-values. An example is presented in which autocorrelation is present but can be removed by a suitable transformation of variables. (Author)

ED 082 470 EM 011 429

Gerald, Curtis F.

Interactive Computing With a Programmable Calculator; Student Experimentations in Numerical Methods.

California Polytechnic State Univ., San Luis Obispo.

Pub Date Jun 73

Note—8p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Calculation, *College Mathematics, *Electromechanical Aids, Higher Education, Interaction, *Mathematics Instruction, Program Descriptions

Identifiers—California Polytechnic University, Compucorp Model 025 Educator, Programmable Calculator, San Luis Obispo

Programmable desk calculators can provide students with personal experience in the use of numerical methods. Courses at California Polytechnic State University at San Luis Obispo use the Compucorp Model 025 Educator. Experiences with it as a teaching device for solving non-linear equations and differential equations show that students can by-pass tedious hand calculations and eliminate time-consuming program writing which other modes require; it also allows students to perform mathematical experiments

analogous to the laboratory experiments of the physical sciences and to compare methods of solving the same problem. Student reactions to this mode of learning are favorable, and examination results indicate they learned more and acquired deeper understanding of those topics involving the calculator's use. Other advantages of programmable calculators include the following: 1) their cost is relatively low; 2) they eliminate programming, keypunch, and syntax errors; 3) they are more available to students than the generally overloaded computer system; 4) they facilitate personal involvement by the student, perhaps due to their small size and relative simplicity; 5) their relatively slow speed promotes student awareness of complex calculations; and 6) they expose the student to a valuable educational tool. (PB)

ED 082 471 EM 011 432

Weingarten, Fred W. And Others

A Study of Regional Computer Networks in the United States.

Iowa Univ., Iowa City.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Feb 73

Note—263p.

Available from—Regional Study, University Computer Center, University of Iowa, Iowa City, Iowa 52242 (\$4.00)

Document Not Available from EDRS.

Descriptors—Computer Oriented Programs, *Computers, Costs, Feasibility Studies, *Higher Education, Interinstitutional Cooperation, *National Surveys, *Networks, Regional Cooperation, Telecommunication

Identifiers—National Science Foundation, NSF, United States

Results of a study of regional computer networks are presented. The aim of the report is to reveal the impact of college computer networks on users and providers and thereby to assist policy makers with decisions concerning computing. Questionnaires, site visits, and conferences were used to gather information. The first five chapters offer a general introduction to networks: what and where they are, their feasibility, and how to create them. Chapters 6 and 7 discuss costs and the implications of networks for the overall computing environment. Chapter 8 deals with instructional and administrative aspects of computing, while the following chapter treats the technical aspects of communications. Chapter 10 lists network parameters and the last chapter reviews five representative regional networks. Finally, some conclusions are presented, along with a list of National Science Foundation-supported networks and a glossary. (Author/PB)

ED 082 472 EM 011 433

Longo, Alexander A. Giusti, Frank E.

A Sequential Evaluation of Computer Assisted Instruction in US Army Basic Electronics Training.

Army Signal Center and School, Fort Monmouth, N.J.

Pub Date Aug 72

Note—17p.; Paper presented at the Annual Convention of the Association for the Development of Instructional Systems (Cap Rouge, Quebec, August 8-10, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Computer Assisted Instruction, Developmental Programs, *Electronics, Feasibility Studies, Formative Evaluation, Individualized Instruction, Instructional Design, Military Personnel, *Military Training, *Program Evaluation, Student Attitudes, Summative Evaluation, Tutorial Programs

Identifiers—CAI, CAID, Computer Assisted Instruction Division, IBM 1500 System, IBM 1510 Display Console, IBM 1512 Image Projector, IBM Coursewriter, US Army Signal Center School Fort Monmouth NJ, USASCS

The Computer Assisted Instruction (CAI) Division of the U.S. Army Signal Center and School (USASCS) at Fort Monmouth, New Jersey evaluated CAI's success in teaching basic electronics. An initial feasibility study, interim assessments, and a summative evaluation assessed the value of the developmental, user-oriented, individualized CAI programs created by the USASCS. The CAI material was presented in the tutorial mode on the IBM 1500 System, utilizing the IBM Coursewriter language, an IBM 1510 Display Console, and an IBM 1512 Image Projector. CAI and con-

ventional instruction were compared with respect to student achievement in the first four weeks of the electronics course and their achievement in the fifth and sixth weeks; attitudes toward CAI were also assessed. A matched group statistical design was employed, and fixed effects analysis of variance and t-tests for equivalent groups used to analyze data. The results indicated that CAI is as effective as, or better than, conventional instruction in teaching basic electronics, demonstrated CAI's capability to reduce training time by 35%, and revealed student satisfaction with the CAI methods. These favorable findings have contributed to the recommendation that the Army continue to expand its CAI capabilities. (PB)

ED 082 473 EM 011 434

Manwell, Tom

Research and Development for Interactive Teaching of Russian. Final Report. Harvard Univ., Cambridge, Mass. Computer Aided Instruction Lab.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No—BR-0-A-055. Pub Date Jul 73. Grant—OEG-1-70-0016(509). Note—14p.

Journal Cit.—ACM SIGCUE Bulletin; v7 n1 Jan 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Branching, *Computer Assisted Instruction, Higher Education, Individualized Instruction, Interaction, *Language Instruction, Lexicology, *Morphology (Languages), Program Descriptions, *Russian, *Second Language Learning, Second Languages. Identifiers—CAI, Harvard University, State University of New York at Stony Brook.

A computer-assisted instructional (CAI) system for teaching Russian to college students is described. It was operational at Harvard University until September 1971 and then transferred to the State University of New York at Stony Brook. Treatments of second language acquisition, a critique of previous work in the field, and some remarks on CAI language teaching are followed by a discussion of the present system. The points are made that the course is non-linear and individualized, allowing students to choose their own learning paths, and that a large amount of data is collected which can be analyzed for basic study regarding the acquisition of a second language by individual students. Also indicated is the fact that although the course stresses the Russian morphological system, the construction of the computer program is applicable to other languages and language teaching specialties. (Author/PB)

ED 082 474 EM 011 436

Abramson, Norman Ah Mai, Karen

Pacific Educational Computer Network Study. Summary of Planning and Review Meeting, January 8, 1973.

Hawaii Univ., Honolulu. ALOHA System.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—TR-B-73-3

Pub Date May 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computers, *Computer Science, Conference Reports, *Cooperative Planning, *Economic Factors, Feasibility Studies, International Organizations, *Networks.

Identifiers—Aloha System, Australia, Japan, *Pacific Educational Computer Network, *Pacific Region, PECN, United Nations, United States.

A summary of the initial planning meeting for the Pacific Educational Computer Network (PECN) is presented. Representatives from the United Nations, Australia, Japan, and the United States met to inquire into the feasibility of the proposed PECN. Topics discussed were the status of computing in the Pacific, the technology of a Pacific network, the economics of such a network, and alternatives in planning a Pacific Educational Computer Network. (Author/PB)

ED 082 475 EM 011 437

Green, Charles Mink, Walter

Evaluation of Computer Simulation of Experiments in Teaching Scientific Methodology. Final Report.

Macalester Coll., St. Paul, Minn.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No—BR-2-E-037. Pub Date 15 Jun 73.

Grant—OEG-5-72-0046(509)

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Computer Assisted Instruction, *Conventional Instruction, Costs, Educational Research, Evaluation, Experiments, Eye Movements, Higher Education, Psychology, *Scientific Methodology, *Simulation, Student Attitudes, *Teaching Methods.

A computer-assisted simulation of experiments in eyelid conditioning was conducted as part of an introductory psychology course. This instructional format was then compared with a traditional instructor-led seminar and with a seminar in which computer-produced information obtained elsewhere was used. A total of 120 students participated in 11 groups. Groups were composed on measures of factual content, skills of experimental design and analysis, attitudes toward science and computers, and evaluation of learning experience. Results indicated no significant differences among groups on mastery of factual content or attitude change toward science or computers. In the learning of skills associated with the appropriate labeling of variables and controls in an experiment and with the recognition of relations in graphed data, results favored those groups which used the computer-assisted simulation of experiments. However, none of the groups could generalize principles of scientific analysis to other contexts. Students rated the computer-assisted simulations as favorably as the instructor-led seminars and expressed a significant preference to continue the computer-assisted experience. A comparison of relative costs indicated that computer simulations could provide low cost experience with complex experimental data and design. (Author)

ED 082 476 EM 011 438

Langer, Philip

Developing a Modular Educational Psychology Program; Minimal Resources.

Colorado Univ., Boulder. School of Education.

Pub Date Feb 73.

Note—16p.; Paper presented at the American Educational Research Association Annual Meeting (New Orleans, Louisiana, February 1973).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Costs, *Curriculum Design, Curriculum Development, Diagnostic Teaching, *Educational Psychology, *Flexible Schedules, Flexible Scheduling, Higher Education, Program Descriptions, *Programmed Instruction, Programmed Materials, Programmed Units, Program Evaluation, *Teacher Education, Undergraduate Study.

Identifiers—Modules, University of Colorado.

The University of Colorado developed a modular undergraduate educational psychology program. Its objective was to teach concepts critical to effective teaching in a manner consistent with the flexible scheduling of the new secondary teacher education program. Researchers isolated 12 basic topics and surveyed relevant literature. Some 27 modules were created, each having a title page, a statement of behavioral objectives and rationale, a learning sequence, probing questions, and two learning checks for each section. Objective tests were used since they provided rapid feedback. A prerequisite/optional dichotomy was utilized with core modules required early in the sequence and others being covered as the need arose. Seventy-five titles were acquired for a library-type classroom; also, a student manual, and evaluation form, a record-keeping system, and a management manual were created. The program met its objectives, for student achievement was high and the costs low. Future versions will use a diagnostic-prescriptive basis; modules will be added, more emphasis will be placed upon applied skills, subjective assessment used for optional modules, and more student-teacher interactions provided. (PB)

ED 082 477 EM 011 439

Schroder, H. M.

Information Processing Theory and Conceptual Development.

Southern Illinois Univ., Carbondale.

Pub Date 73.

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business Education, *Concept Formation, Higher Education, *Information Processing, Information Seeking, *Information Theory, Interdisciplinary Approach, *Problem Solving, Program Descriptions, Program Evaluation, *Undergraduate Study.

Identifiers—Management Problem Laboratory, MPL, Southern Illinois University.

An educational program based upon information processing theory has been developed at Southern Illinois University. The integrating theme was the development of conceptual ability for coping with social and personal problems. It utilized student information search and concept formation as foundations for discussion and judgment and was organized to permit interdisciplinary efforts, provided that a common set of problems was selected which allowed students to use the knowledge, concepts, and procedures of the participating disciplines. The first implementation of the program was in the Management Problem Laboratory (MPL). A group of 80 junior year business majors taking core courses in management, computer programming, economics, marketing, statistics, accounting, and finance focused on a selected topic. They conducted information searches, formulated multiple hypotheses, and developed reports. Evaluation indicated that such students were equal to a matched group of students in the regular program in the acquisition of knowledge, even though student-instructor contact was reduced 50%; the experimental group also showed a significantly greater increase in conceptual ability and motivation. (Author)

ED 082 478 EM 011 440

Salkin, Leslie M. And Others

The Implementation of an Individualized Curriculum in Periodontology at the Temple University School of Dentistry.

Temple Univ., Philadelphia, Pa. School of Dentistry.

Pub Date Apr 73

Note—38p.; Paper presented at the Annual Convention of the Association for Educational Communications and Technology (Las Vegas, Nevada, April 1973).

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Instruction, *Audio-instructional Programs, Clinical Experience, Computer Assisted Instruction, Curriculum Design, *Curriculum Development, *Dental Schools, Dentistry, *Individualized Instruction, Individualized Programs, Instructional Materials Centers, Instructional Media, Program Descriptions, *Programmed Instruction, Self Pacing Machines.

Identifiers—Learning Resource Center, Periodontology, Temple University Dental School.

An individualized, self-paced curriculum at Temple University Dental School is being used to break the lock-step pattern of the lecture-oriented system and to help students reach the clinical learning environment more quickly. Freshmen begin work in periodontology with 12 programmed lessons studied in a Learning Resources Center open 75 hours a week. Lessons consist of 35mm color slides, audio cassettes, and workbooks. Students take exams when they are ready and can repeat units without penalty. Clinical units, an attitudinal seminar, and optional problems are taken after completion of the initial units. Sophomores proceed through 13 lessons on periodontal pathology and clinical diagnosis, followed by clinical work on a co-therapist. A computer monitors the progress of each student and evaluation indicated that cognitive and clinical performances are high, and that student attitudes are positive and their self-concept improved. In addition, student-faculty contact has become less threatening as it shifts to a one-to-one teaching relation rather than a purely impersonal evaluative one. The media used are deliberately kept simple, with total production costs for software for the first year and a half amounting to slightly more than \$10,000. (Author/PB)

ED 082 479 EM 011 441

Financial Transactions of the Corporation for Public Broadcasting For Fiscal Year 1972. Report to the Committee on Interstate and Foreign Commerce, House of Representatives by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Congress of the U. S., Washington, D. C. House Committee on Interstate and Foreign Commerce.

Report No.—GAO-CG-B-131935

Pub Date 23 Mar 73

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accounting, Annual Reports, Broadcast Industry, *Expenditures, *Financial Policy, Financial Support, *Income, *Public Television

Identifiers—*Corporation for Public Broadcasting, CPB

An audit of the financial transactions of the Corporation for Public Broadcasting (CPB) is presented. The report begins with brief reviews of CPB's history, its corporate organization, and its program goals and corporate functions. Following these, summary statements of the corporation's total revenues, grant and program expenses, and accumulated administrative costs are given. Observations on CPB's long-term lease liability and upon the policy of apportioning funds to CPB on a periodic rather than a lump-sum basis are offered. The last major section is devoted to detailed statements of net assets, changes in net assets for the fiscal year 1972, and notes to the statements. (PB)

ED 082 480 EM 011 442

Osgood, Gilbert W. And Others

Computers in the Training of Experimental Inquiry in Psychology.

Spons Agency—Department of Defense, Washington, D.C. Advanced Research Projects Agency

Pub Date Jun 73

Note—7p.; Paper Presented at the Conference on Computers in the Undergraduate Curricula (4th, Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Programs, *Experimental Psychology, *Experiments, Higher Education, Program Descriptions, Psychology, *Questioning Techniques, Research, Student Attitudes, Time Sharing, Undergraduate Study

Identifiers—Advanced Experimental Psychology, CAI, EW, *Experiment Writer, PDP 10 Computer, PDP 15 Computer

A program called Experiment Writer (EW) was designed to enable students to use the computer to sample a range of experimentation situations. EW was used by 20 students in an Advanced Experimental Psychology course; hardware consisted of a PDP-10 computer, and a PDP-15 computer with 12K of core memory and two time-shared stations. Experimental design using EW required three steps: 1) creation of files, 2) trial definition, and 3) block definition. Students performed two teacher-designed experiments to familiarize themselves with variability and the logical relation of experimental design to psychological questions. They next ran each other as subjects on a teacher-designed experiment and devised an experiment of their own dealing with information and reaction time. The third phase of the course taught them how to use EW, thus giving them full control over the computer. Following this, they designed an experiment creating files and block definitions. For the final exam they designed and ran experiments based upon a methodology presented in a paper. Evaluation indicated that EW successfully introduced students to experimental inquiry and showed that student reaction was favorable. (PB)

ED 082 481 EM 011 443

Mulholland, Thomas B.

Attention and Visual Communication.

Pub Date 1 Mar 73

Note—10p.; Paper presented at the Visual Literacy Conference (Fifth Annual, Boston, Massachusetts, March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attention, Attention Control, Communication (Thought Transfer), Electroencephalography, *Neurology, *Nonverbal Communication, Scientific Research, Visual Learning, Visual Literacy, *Visual Perception, *Visual Stimuli

Identifiers—Biofeedback, EEG, Electroencephalograms, Occipital Alpha Rhythms

One theory of visual communication maintains three things. It holds that attention is a process for obtaining information, that it is a transaction between the visual and the viewer, and that the success of a visual communication is determined by the amount and relevance of information conveyed. Current research aims at evaluating "attention-getters" and training "attention-givers."

The measurement of the former proceeds indirectly through the measurement of occipital alpha rhythms in the brain which are associated with changes in visual control related to changes in attention. Results show that attentional response to a stimulus varies with its relevance and fades with repetition, approaching zero after 30 presentations. Training sessions with biofeedback methods indicate that subjects can learn to modify and control occipital alpha rhythms. Individuals appear to undergo unique and incommensurable experiences, but there is disagreement on how control over the rhythms is achieved, and there is no evidence as yet which substantiates the position that successful biofeedback attention training helps an individual to learn better. (Author/PB)

ED 082 482 EM 011 444

The Public and Broadcasting: A Procedure Manual.

Federal Communications Bar Association, Washington, D.C.

Pub Date 29 Sep 72

Note—10p.

Journal Cit—Federal Register; v37 n190 Part III Sep 29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, *Certification, *Citizen Participation, Community Agencies (Public), *Due Process, Government Publications, *Government Role, Manuals, Radio, Television

Identifiers—FCC, *Federal Communications Commission

The Federal Communications Commission (FCC) outlines in this pamphlet the respective roles of the broadcast station, the FCC, and the concerned citizen in the establishment and preservation of quality broadcasting services. Procedures available to the citizen are described and practical advice concerning their use is offered in the hope that it will encourage effective and helpful community participation in broadcasting. Detailed information is provided regarding: 1) the initiation of proceedings, including sections dealing with complaints, political broadcasting, the fairness doctrine, personal attacks, and political editorials; 2) participation in application proceedings, informal objections thereto, and petitions to deny applications; 3) participation in hearings; 4) rule making, including petitions for making rules both with and without prior public notice and procedure; and 5) petitions for waivers of a rule. (Author)

ED 082 483 EM 011 445

Johnson, Nicholas

Broadcasting in America; The Performance of Network Affiliates in the Top 50 Markets.

Federal Communications Commission, Washington, D.C.

Pub Date 10 Aug 73

Note—173p.

Journal Cit—Federal Communications Commission Reports; v42 (2d Series) N1 August 10, 1973

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Broadcast Industry, Certification, Citizen Participation, Commercial Television, *Equal Opportunities (Jobs), Evaluation, National Surveys, *Networks, Performance, Performance Criteria, *Programming (Broadcast), Television, *Television Surveys

Identifiers—FCC, *Federal Communications Commission, Johnson (Nicholas), United States of America

This report represents the final attempt by outgoing Commissioner Nicholas Johnson to draw attention to the Federal Communications Commission's (FCC) automatic renewal of licensees guilty of substandard performance. The report analyzes the performance of network affiliates in the top 50 television markets with respect to programming, female and minority employment, and ownership. It seeks to demonstrate the kind of analysis which can be made, to develop minimum standards, and to design an alternative to government regulation by using public disclosure of information to spur the industry to improve its performance and to motivate the public to challenge substandard licensees. The analyses of performance are based upon public data supplied by licensees to the FCC; in three separate chapters criteria on programming, employment, and ownership are developed from inspections of the data and the stations are rank-ordered according to

their performance. A fourth chapter discusses what citizens can do to improve television in their community. Six appendixes and 17 tables provide detailed data on approximately 150 stations. (PB)

ED 082 484 EM 011 446

Allen, Michael W. And Others

A Model for the Computer Management of Modular, Individualized Instruction.

Ohio State Univ., Columbus; South Dakota State Univ., Brookings.

Pub Date 72

Note—16p.

Available from—Allen Printing Co., Clarion, Iowa 50525 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Autoinstructional Programs, Biology, *Biology Instruction, *Computer Assisted Instruction, Higher Education, *Individualized Curriculum, *Individualized Instruction, Individualized Programs, Models, On Line Systems, Program Descriptions, Undergraduate Study

Identifiers—Computer Managed Instruction, Coursewriter III Version 2, Ohio State University, South Dakota State University, System 370

Computer-managed introductory biology programs at Ohio State University and South Dakota State University were designed to implement a generalized computer-managed instructional model. The programs are based upon an individualized instructional philosophy and allow students to select areas of interest, progress at their own rate, and receive credit whenever they complete the course. The Coursewriter III, Version 2 language for System/370 is used. User modifications greatly expand the flexibility of the language and allow uncompromised realization of the management model. Course materials are presented on-line or prescribed for off-line use. The programs specify learning outcomes, diagnose the learner's initial state, accommodate a variety of learning strategies, and simplify correlation and documentation of data. They also permit instructors to collect, store, and retrieve information for the systematic improvement of instruction. Lastly, efforts have been made to insure the model's adaptability to any content area at any level. (Author)

ED 082 485 EM 011 454

Waffen, Leslie And Others

Audiovisual Records in the National Archives Relating to Black History. Preliminary Draft.

National Archives and Records Service (GSA), Washington, D.C.

Pub Date Jul 72

Note—16p.; Paper prepared for Annual Meeting of the Association for the Study of Negro Life and History (56th, October 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American History, *Annotated Bibliographies, Archives, Audiovisual Aids, *Films, Government Publications, Negroes, *Negro History, *Phonotape Recordings, *Photographs

Identifiers—Agriculture Department, Defense Department, Department of Health Education and Welfare, Department of the Interior, Department of Transportation, NARS, *National Archives and Records Services, State Department

A representative selection of the National Archives and Records Services' audiovisual collection relating to black history is presented. The intention is not to provide an exhaustive survey, but rather to indicate the breadth and scope of materials available for study and to suggest areas for concentrated research. The materials include sound recordings, motion pictures, and still pictures, covering various areas of black history dating as far back as the Civil War. Annotations are provided for each collection and records are classified by the following Government organizations: Presidential Agencies, the State Department, Defense Department, Agriculture Department, Department of Health, Education, and Welfare, Department of the Interior, Department of Transportation, Department of Labor, the Supreme Court, the National Archives Collection of Foreign Records Seized, the National Archives Gift Collection, and independent executive agencies. An appendix lists materials found in the Harmon Foundation Collection. (PB)

ED 082 486

EM 011 455

Stinoff, Russell D.

Application of Computer Techniques to Instructional Research. Final Report.

Clemson Univ., S.C. Coll. of Engineering.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0539

Pub Date May 73

Grant—OEG-4-71-0036

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algorithms, *Computer Oriented Programs, Computer Science, Educational Research, *Learning Theories, Mathematical Models, *Models, *Paired Associate Learning, *Search Strategies, Sequential Approach, Stimuli, Teaching Methods, Technical Reports

Identifiers—Dynamic Programming, Exhaustive Search Method, One Element Model, Random Trial Increments Model, RTI Model, Single Operator Linear Model

The problem of structuring sequences of instructional stimuli such that learning is optimized is modeled as a sequential decision problem with an imbedded mathematical model of learning providing a criterion function. Three types of optimization methods for such a representation are investigated for the specific case of paired-associate learning using the single-operator linear model, the one-element model, or the random trial increments (RTI) model. Globally optimal exhaustive-search methods, such as Dynamic Programming, are found to be impractical for all but the simplest problems, due to inherent dimensionality limitations. Algorithmic methods, whereby the optimal decision at each step may be specified immediately without recourse to extensive look-ahead search, appear to be sufficient for the models investigated, primarily due to the absence of stimulus interaction. An optimal algorithm is specified for a class of learning models which includes the linear, one-element, and RTI models as special cases. Certain previously reported optimal algorithms are shown to be special cases of this algorithm. Finally, a heuristic search technique is outlined as a possible optimization method for problems too large for exhaustive-search solution and too complex for algorithmic solution. (Author)

ED 082 487

EM 011 456

Mudge, J. C.

Human Factors in the Design of a Computer-Assisted Instruction System. Technical Progress Report.

North Carolina Univ., Chapel Hill. Dept. of Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—UNC-TPR-CAI-7

Pub Date Jun 73

Note—324p.; Thesis submitted to the Department of Computer Science, University of North Carolina

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Computer Assisted Instruction, Computer Programs, Doctoral Theses, *Human Engineering, Interaction, *Man Machine Systems, Programmers, Programming Languages, *Systems Development, Technical Reports

Identifiers—CAI, DIAL, DIAL 2, *Display Based Interactive Author Language, Sieve, Translator Writing System, TWS

A research project built an author-controlled computer-assisted instruction (CAI) system to study ease-of-use factors in student-system, author-system, and programmer-system interfaces. Interfaces were designed and observed in use and systematically revised. Development of course material by authors, use by students, and administrative tasks were integrated into one system whose nucleus was a display-based interactive author language (DIAL). The design permitted systematic language implementation and easy language modification and used a translator writing system (TWS) to generate compilers. Authoring by teachers required simplicity of the language and its operational environment. A measured high level of user acceptance proved the design to be sound, and a significant reduction in authoring time was achieved. DIAL was observed to be a superior language, for machine intrusion was low and other syntactic improvements were possible. An answer-evaluating technique, called

the sieve, was devised and a syntactically improved DIAL/2 language derived. The TWS helped to implement DIAL and to remediate language weaknesses. Although the TWS was not available for the command language of the operational environment, the human-factors debugging period revealed the desirability of such. (Author/PB)

ED 082 488

EM 011 457

Schultz, Gary D.

The CHAT System: An OS/360 MVT Time-Sharing Subsystem for Displays and Teletype. Technical Progress Report.

North Carolina Univ., Chapel Hill. Dept. of Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—UNC-TPR-CAI-6

Pub Date May 73

Note—225p.; Thesis submitted to the Department of Computer Science, University of North Carolina

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Computer Programs, Input Output Devices, *Interaction, *Man Machine Systems, Masters Theses, Program Descriptions, *Systems Development, Technical Reports, *Time Sharing

Identifiers—*Chapel Hill Alphanumeric Terminal, CHAT, CRT Display Stations, OS 360, PL 1, Teletype

The design and operation of a time-sharing monitor are described. It runs under OS/360 MVT that supports multiple application program interaction with operators of CRT (cathode ray tube) display stations and of a teletype. Key design features discussed include: 1) an interface allowing application programs to be coded in either PL/I or assembler language; 2) use of the teletype for subsystem control and diagnostic purposes; and 3) a novel interregional conduit allowing an application program running under the Chapel Hill Alphanumeric Terminal (CHAT) monitor to interact—like a terminal operator—with a conversational language processor in another region of the OS/360 installation. (Author)

ED 082 489

EM 011 458

Mir, Carol Loeb

A Comparison of String Handling in Four Programming Languages. Technical Progress Report.

North Carolina Univ., Chapel Hill. Dept. of Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—UNC-TPR-CAI-5

Pub Date Sep 72

Note—108p.; Thesis submitted to the Department of Computer Science, University of North Carolina

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Comparative Analysis, Masters Theses, *Programming, *Programming Languages, Technical Reports

Identifiers—APL, *Character String Handling, PL 1, SNOBOL 4, String Processing Languages, TRAC

Character string handling in the programming languages SNOBOL 4, TRAC, APL, and PL/I are compared. The first two of these are representatives of string processing languages, while the latter two represent general purpose programming languages. A description of each language is given and examples of string handling problems coded in the four languages are provided. Finally, the languages are compared on the basis of their string handling abilities rather than on the basis of implementation-dependent characteristics. (Author)

ED 082 490

EM 011 459

Brownlee, Edward H., Jr.

PAMELA: An Interactive Assembler System for the IBM System/360 Computer.

North Carolina Univ., Chapel Hill. Dept. of Computer Science.

Pub Date 70

Note—82p.; Thesis submitted to the Department of Computer and Information Science of the University of North Carolina

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Based Laboratories, *Computer Programs, Computers, *Computer Science Education, Digital Computers, Interaction, *Man Machine Systems, Masters Theses,

Program Descriptions, *Programming, Technical Reports

Identifiers—CC 30 Communications, CC 30 Terminal, CC 300 Screen, CC 303 Keyboard, IBM Model 40, IBM System 360, OS 360 Assembler Language, PAMELA, *Program Assembly Monitor Execution Learn Applicat, Station

A description of the Program Assembly and Monitored Execution for Learning Applications (PAMELA) is presented. It is intended for instructors who propose to use the system and for programmers who wish to modify it. PAMELA is an interactive system designed to teach the operating principles of the IBM System/360 digital computer at the machine language level. It runs on an IBM 360 Model 40, communicating with the user via a remote CC-30 Communications Station. The system can assemble and execute programs written in a subset of OS/360 Assembler Language. The source code can be entered from the CC-30 terminal, or from punched cards previously input. It can be edited by insertion, deletion or alteration of statements and instructions can be executed continuously or singly. Contents can be displayed on the CC-300 screen or modified from the CC-303 keyboard. Used in the classroom, PAMELA can provide illustrations of the primary functions of instructions, as well as secondary effects such as setting of the condition code or raising of interrupts. Outside the classroom, the system can serve as a laboratory facility, with which students test and debug their own programs or carry out exercises planned by the instructor. (Author)

ED 082 491

EM 011 460

Beyer, William Fred, III

A Graphics System for Pole-Zero Map Analysis.

North Carolina Univ., Chapel Hill. Dept. of Computer Science.

Pub Date 70

Note—104p.; Thesis submitted to the Department of Computer and Information Science of the University of North Carolina

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, *Computer Graphics, Computer Science, *Computer Science Education, *Interaction, *Man Machine Systems, Masters Theses, Technical Reports

Identifiers—Automatic Control Systems, IBM Model 1 Display Unit, IBM System 360 Model 40 Computer, Pole Zero Map Analysis

Computer scientists have developed an interactive, graphical display system for pole-zero map analysis. They designed it for use as an educational tool in teaching introductory courses in automatic control systems. The facilities allow the user to specify a control system and an input function in the form of a pole-zero map and then examine the resulting transient response. The system's hardware consists of an IBM Model 1 Display Unit attached to an IBM System/360 Model 40 computer. (Author)

ED 082 492

EM 011 461

Beaujon, Hendrik Johannes

An Interactive, Graphical Display System for Illustrating Elementary Properties of Statistical Distributions.

North Carolina Univ., Chapel Hill. Dept. of Computer Science.

Pub Date 70

Note—61p.; Thesis submitted to the Department of Computer and Information Science of the University of North Carolina

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Based Laboratories, *Computer Graphics, Higher Education, Input Output Devices, *Interaction, Man Machine Systems, Masters Theses, *Probability, *Statistics, Student Attitudes

Identifiers—CAI, IBM 2250 Display Unit Model 1, IBM Systems 360 Model 40 Computer

A computer-assisted instruction (CAI) project designed a system to teach the elementary properties of statistical distributions in a probability course. It was used to reinforce teacher material with graphic displays and to provide laboratory exercises, the objectives being to promote easier grasp and retention of subject matter. The system developed was capable of displaying: 1) probability functions and cumulative distribution functions for discrete distributions; 2) probability density functions and cumulative distribution functions for continuous distributions; and 3) random

samples, with resulting frequency distributions. The hardware utilized included an IBM 2250 Display Unit Model 1 attached to an IBM Systems/360 Model 40 computer with 256K bytes of memory. Trial use indicated that the system aided teaching: students reacted favorably, and they were able to complete the laboratory exercises. The system was easy to use and provided fast and reliable responses. Also, the interactive graphics display mode possessed additional advantages over drawings of distributions. These included: 1) the variation of parameters, thus allowing a huge number of displays; 2) superposition, to compare shapes of distributions; 3) zooming capability to allow variation of an abscissa or ordinate; 4) increased student motivation. (PB)

ED 082 493 EM 011 462

Dearborn, Ralph O.
A Study of the Value of Hard Copy Output in Computer-Assisted Instruction. Technical Progress Report.

North Carolina Univ., Chapel Hill. Dept. of Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—UNC-TPR-CAI-4

Pub Date Dec 70

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Covariance, *Computer Assisted Instruction, *Computer Science Education, *Evaluation, Higher Education, Masters Theses, Post Testing, Programed Instruction, Technical Reports

Identifiers—CAI, *Hard Copy Output

Three groups of students were exposed to the same computer-administered programed instruction in numerical differentiation. Different degrees of access to the output from the typewriter terminal were given to each group. Analysis of covariance showed no significant difference on posttest scores between students who were allowed to keep the output and those who were not, nor between those students who could look back during the session at previous output and those whose view was restricted to the most recent output. (Author)

ED 082 494 EM 011 463

Carpenter, Polly
Cable Television: A Guide for Education Planners. Rand Corp., Santa Monica, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—R-1144-NSF

Pub Date May 73

Note—89p.; See Also EM 011 235

Available from—The Rand Corporation, Publications Department, 1700 Main Street, Santa Monica, California 90406 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Cable Television, Economic Factors, Educational Economics, *Educational Planning, *Educational Television, *Guides, Objectives, Programing (Broadcast), *Program Planning, Telecommunication

Identifiers—CATV

This second volume of a two-part study is intended to help educators construct viable plans for the use of cable television (CATV) in education. Following an introductory consideration of CATV as a means of distribution, the report lays out the steps for the planning, development, operation, and evaluation of a project, illustrating successful practices from case histories and discussing common pitfalls. Particular attention is paid to the use of scarce resources, both financial and otherwise, and to the specification of project objectives in useful terms. Step-by-step planning procedures are provided, along with detailed treatments of the acquisition of suitable programming and the integration of that programming into the rest of the school's activities. A brief glossary and a short bibliography are also provided. (Author/PB)

ED 082 495 EM 011 465

Instructional Materials in the Classroom; A Basic Reference Shelf.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Contract—OEC-1-7-070-873-4581

Note—19p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Catalogs, Directories, *Educational Technology, Indexes (Locators), *Instructional Media, Resource Guides, *Teacher Education, Textbooks

In an attempt to pull together a basic reference shelf on the use of instructional materials in the classroom, this bibliography contains 69 selected ERIC abstracts of the most relevant and up-to-date indexes, resource guides, directories, "how-to's", and state-of-the-art reviews dealing with the use of audiovisual materials in education. Selected so as to be particularly useful for education courses on instructional media and for teachers either in the classroom or in training, the abstracts are divided into sections according to publication type: indexes, directories and resource guides, catalogs, "how-to's" and textbooks, and state-of-the-art. Information provided with each abstract includes author, title, pages, availability, and price. (Author/SH)

ED 082 496 EM 011 466

Stern, Stanley Lawrence
Television and Creativity: The Effect of Viewing Certain Categories of Commercial Television Broadcasting on the Divergent Thinking Abilities of Intellectually Gifted Elementary Students.

University of Southern California, Los Angeles. School of Education.

Pub Date Jun 73

Note—154p.; Ph.D. dissertation, School of Education, University of Southern California

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Analysis of Variance, Commercial Television, Creative Thinking, *Creativity, Creativity Tests, Divergent Thinking, Doctoral Theses, Educational Television, Elementary School Students, *Gifted, Grade 4, Grade 5, Grade 6, *Media Research, Programing (Broadcast), Suburban Youth, *Television Viewing

Identifiers—Guilford's Tests of Creativity

Research sought to determine what effect viewing increased amounts of specific types of televised material would have upon the creative performance of highly intelligent children. Gifted students in grades 4, 5, and 6 of a suburban district were given Guilford's tests of creativity and then divided into seven groups. Six of these watched a specific category of program for three weeks; the seventh served as a control group. The categories were: educational television, cartoons, sports, comedies, drama, and "everything." Posttests were administered and analysis of variance used to measure the independent variable of sex, grade, and category of program viewed, and the dependent variable of change in creativity scores. The control group increased in creative ability, whereas the experimental groups declined in all areas except for verbal abilities, although the decline was not statistically significant for most areas. Younger children were more affected than older ones, and sex was not a significant variable. Children watching dramatic shows increased in creative performance, while those watching cartoons and, surprisingly, educational programs had depressed creative scores. The results were interpreted as a serious warning that current television programming is detrimental to children's creativity. (Author/PB)

ED 082 497 EM 011 467

Robinson, Burke E.
A Delphi Forecast of Technology in Education.

Washington Univ., St. Louis, Mo. Program on Application of Communication Satellites to Educational Development.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No.—R-RT-73-1

Pub Date Aug 73

Note—140p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Assisted Instruction, Cost Effectiveness, Costs, *Educational Technology, Educational Television, *Futures (of Society), Information Services, Masters Theses, Methodology, *Organization, Prediction, Social Values, Telecommunication, *Use Studies, *Values

Identifiers—CAI, *Delphi Forecast

The forecast reported here surveys expected utilization levels, organizational structures, and values concerning technology in education in 1990. The focus is upon educational technology and forecasting methodology: televised instruction, computer-assisted instruction (CAI), and information services are considered. The methodology employed involved: 1) asking experts to predict levels of technological utilization and their impacts upon structures and values; 2) providing feedback to them; and 3) obtaining revised estimates. The seven chapters introduce the subject, analyze forecasting methods, review previous studies, define terms, describe the design and execution of this forecast, present results, and critique the methodology used. Some major findings reported indicate that cable television will be widely available and used, that televised instruction will be common, and that CAI will be moderately widespread. Public control and financing of delivery systems will prevail and software will be available through national organizations. Also, technology will be used in coordination with teachers who will become learning managers and resource persons. Finally, education will become capital-intensive and will require cost-effectiveness. (Author/LB)

ED 082 498 EM 011 468

Stanford, Monty Carlis
On Predicting the Effects of a Bilingual Children's Educational Television Program.

Texas Univ., Austin.

Pub Date 30 Jul 73

Note—145p.; Ph.D. Dissertation, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, *Bilingual Education, Bilingual Students, Criterion Referenced Tests, Doctoral Theses, Early Childhood Education, *Educational Television, Grade 1, Grade 2, Kindergarten, *Mathematical Models, *Media Research, Mexican Americans, Multiple Regression Analysis, Prediction, *Predictive Measurement, Predictor Variables

Identifiers—Carrascolendas
Research sought to develop a quantitative model for the prediction of learning effects of a bilingual children's educational television program. The stimulus program series consisted of 30 sessions of Carrascolendas, a Spanish-English series which was based on specified behavioral objectives and aimed at students through grade 2. Learning effects were measured with criterion referenced tests administered to 408 Mexican-American children. Data were collected on the independent variables of communication stimuli, individual characteristics, and contextual traits; the predictive models were based upon linear multiple regression analysis. Results showed that learning effects can be predicted with relatively high degrees of reliability and accuracy. From this it was concluded that policy decisions regarding educational television must account for contextual characteristics, as well as program content and objectives, and that a communications stimulus, such as a television series, functions as one of many stimuli in producing learning effects. More detailed measures of these independent variables are needed and contracts for the evaluation of program series should require that measurement involve linear models. (LB)

ED 082 499 EM 011 469

Rivers, William L., Ed. Slater, William T., Ed.
Aspen Handbook on the Media: Research, Publications, Organizations.

Academy for Educational Development, Inc., Washington, D.C.; Aspen Inst. for Humanistic Studies, Palo Alto, Calif. Program on Communications and Society.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 73

Note—97p.

Available from—Aspen Program on Communications and Society, Suite 232, 770 Welch Road, Palo Alto, California 94304 (\$1.95 paper; \$3.95 cloth)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, Communications, *Indexes (Locators), Institutions, Libraries, *Mass Media, *Media Research, *Organizations (Groups), *Publications, Universities

Information about organizations and research in the communications field is compiled in this handbook. The focus is not upon communications in the broadest sense, but is rather restricted specifically to the media, with emphasis being kept on major organizations and institutions. The first three sections list universities conducting major media research, other institutions conducting major media research, and major institutions supporting media research. In each case, brief descriptions of the programs being conducted or supported are given. Part 4 provides a roster of media publications, with short annotations describing their scope and contents. The following section lists media organizations along with their histories, functions, and publications. Part 6 is devoted to broadcasting action groups and Part 7 to major libraries and other repositories of media information. The final section contains a guide to government deliberations on the media. (LB)

ED 082 500 EM 011 470

Jones, Karen, Ed.
International Index to Film Periodicals 1972.
International Federation of Film Archives, Brussels (Belgium).
Pub Date 73
Note—344p.
Available from—R. R. Bowker Order Department, P. O. Box 1807, Ann Arbor, Michigan 48106 (\$17.95)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Films, Film Study, *Indexes (Locators), Instructional Films, International Organizations, *International Programs, *Periodicals
Identifiers—IFFA, IFFA Documentation Commission, *International Federation of Film Archives

Fifty-nine film journals, selected as being the most representative and significant of their respective countries, are indexed in this annual publication of the International Federation of Film Archives (IFFA). The index is the result of the collaborative efforts of film archivists working in 24 countries under the direction of the Documentation Commission of the IFFA. Approximately 7,000 entries are listed for 1972, categorized to reflect the themes most frequently found in current film periodicals. These categories are: 1) general reference material; 2) institutions, festivals, and conferences; 3) economics and production within the film industry; 4) distribution and exhibition; 5) society and cinema; 6) film education; 7) aesthetics, theory, and criticism; 8) history of the cinema; 9) individual films; 10) biography; and 11) miscellaneous. When applicable, each entry gives the following information: author, title, name of publication, volume number, inclusive page numbers, whether illustrated, and an English-language annotation. A directory of all periodicals indexed and a list of subject headings are also provided. (Author/PB)

ED 082 501 EM 011 472

Bailey, F. N. Kain, R. Y.
Project ITCH: Interactive Digital Simulation in Electrical Engineering Education.

Minnesota Univ., Minneapolis. Dept. of Electrical Engineering.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—13p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (4th, Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Graphics, Digital Computers, *Engineering Education, Higher Education, Input Output, Interaction, *Man Machine Systems, *Pilot Projects, Program Descriptions, *Simulation, Time Sharing, Undergraduate Study
Identifiers—Bode Nyquist, CAI, Electrical Engineering, Fourier, Natural Language, *Project ITCH

A two-stage project is investigating the educational potential of a low-cost time-sharing system used as a simulation tool in Electrical Engineering (EE) education. Phase I involves a pilot study and Phase II a full integration. The system employs interactive computer simulation to teach engineering concepts which are not well handled by traditional methods. It requires less mathematical sophistication of the student and provides him with a measure of control, but has the drawbacks

of being less flexible and realistic than ordinary laboratory experiments. The ITCH approach provides graphic input and output and employs natural language dialog. The hardware is based upon the Digital Equipment Corporation PDP-8 line. Phase I software developments include the modification of a TSS/8 monitor and the design of instructional packages dealing with antennae Bode/Nyquist problems, point/line charges, Fourier problems, static fields transistors, root loci, phases and planes, linear filters, and amplifier design. Each package consists of a problem with appropriate inputs and outputs. Students specify parameters and request displays of results, thereby gaining insights into man-machine interactions and parameter-process relations. The packages developed to date are being tested with EE faculty and third year students. (LB)

ED 082 502 EM 011 473

D'Angelo, Henry
Modeling and Computer Simulation of Dynamic Societal, Scientific, and Engineering Systems.

Michigan Technological Univ., Houghton.
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—7p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (4th, Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analog Computers, *Computer Assisted Instruction, *Computers, Digital Computers, Engineering Education, *Models, Program Descriptions, *Simulation, Systems Analysis

Identifiers—CAI, Electrical Engineering, Engineering Systems, Michigan Technological University, Scientific Systems, Societal Systems

A course in modeling and computer simulation of dynamic systems uses three methods to introduce students to these topics. Core studies, the consideration of the theoretical fundamentals of modeling and simulation, and the execution by students of a project are employed. Taught in the Electrical Engineering Department at Michigan Technological University, the course is broadly based with regard to both subject matter and simulation methods, and students are free to select a project in any area and to use the computer and language of their choice. Societal, scientific, and engineering models are studied, and digital, analog, and hybrid computer simulations are considered. The course is intended to increase the students' awareness of the possibilities of quantizing problems associated with dynamic systems and to inform them of the potentials of computer simulation. Design, rather than analysis, is emphasized and student projects aim at utilizing computer simulations to determine control strategies. Evaluation to date indicates that the course is both successful and popular, but also that students require additional training in generating project problems and in writing technical proposals. (Author/LB)

ED 082 503 EM 011 474

Yu, David U. L.
The Use of a PDP-11/20 Computer in a Non-Calculus General Physics Course.

Seattle Pacific Coll., Wash.

Pub Date Jun 73

Note—4p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (4th, Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Graphics, *Computer Programs, Higher Education, *Interaction, Man Machine Systems, On Line Systems, Physics, *Physics Instruction, Problem Solving, Program Descriptions, Self Pacing Machines, Time, Undergraduate Study

Identifiers—BASIC PLUS, CAI, CAN, CIRSAT, HARMOT, INCLIN, LUNA, NEWTON, PDP 11 20 Computer, Seattle Pacific College, SEESAW, Tektronix 4010 Graphic Terminal, VECTOR

Computer-assisted instruction supplements traditional methods in a non-calculus physics course offered at Seattle Pacific College. Thirty-five science majors enrolled in the first quarter and 32 continued in the second term. The hardware for the course consists of a PDP-11/20 computer and eight teletype terminals; additional peripheral equipment includes a card reader, a

card punch, a line printer, and two ports for phone lines. Core size is 7K but four discs contain 2.9 million words. Batch and conversational modes are possible in the system and the BASIC-PLUS language is used. Four categories of CAI activities are noteworthy. First, eight canned programs—LUNA, VECTOR, SEESAW, CAN, INCLIN, NEWTON, CIRSAT, and HARMOT—are used to teach units on vectors, statics, freefall and projectile motion, mechanics, gravity, oscillations, and wave motions. Secondly, students write their own programs to solve problems. In addition, the computer is used to monitor tests, providing immediate feedback, allowing students to rework missed problems, reducing time pressures, and permitting limited self-pacing. Finally, computer graphics, utilizing a Tektronix 4010 graphic terminal, are being introduced into the course. (PB)

ED 082 504, EM 011 475

Zinn, Karl L.
Contributions of Computing to College Teaching and Learning Activities at the University of Michigan.

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.

Pub Date 1 Jun 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Instruction, *Computer Assisted Instruction, Computer Oriented Programs, Computers, Higher Education, *Instructional Media, *Instructional Technology, *State of the Art Reviews

Identifiers—UM Communications Review Committee, *University of Michigan

Material on instructional computing drawn from various reports, surveys, and recommendations was assembled for use by the Communications Review Committee at the University of Michigan. The Committee was charged with the responsibility of examining the potential impact of media and instructional technology upon the University. A report, aimed at providing it with relevant information, begins with a brief history of the instructional use of computers at the University. This is followed by a section offering examples of instructional-related uses, including drill, skills practice, programmed and dialog tutorials, testing and diagnosis, simulation, gaming, information processing, computation, problem solving, model construction, graphic display, the management of instructional resources, and the presentation and display of materials. The third segment relates activities at other universities, and the fourth reviews some conclusions from national studies. Recommendations for instructional computing are presented and the report concludes with a view of the future. Appendixes offer a bibliography on computers in college teaching, a review of University expenditures for instructional computing, and a list of University of Michigan schools and departments reporting the use of computers for instructional purposes. (LB)

ED 082 505 EM 011 476

Abramson, Theodore Kagen, Edward
Effects On Achievement From Programmed Instruction of Experimentally Induced Familiarization of Content and Different Response Modes. Final Report.

City Univ. of New York, N.Y. Office of Teacher Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-2-B-012

Pub Date Sep 73

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Educational Research, Graduate Students, *Intelligence Differences, *Intermode Differences, Junior High School Students, Learning Theories, *Programmed Instruction, *Response Mode, *Sex Differences

Identifiers—Advance Organizers, ATI, *Attribute By Treatment Interaction, Familiarity

A study of programmed instruction sought to establish an attribute by treatment interaction (ATI) between prior familiarity of material and response mode. Two experimental variables (familiarization and response mode) and two subject attributes (sex and IQ) were employed. Junior High (JH) and graduate student (GS) were

assigned to familiarization (F) or non-familiarization (NF) groups, and to constructed response (CR) or reading (R) modes. The F group received advance familiarizing materials. Main effects for the college data were insignificant, but sex and I.Q. were significant for JH Students. There was ATI between familiarity and response mode. F led to increased achievement for the R group, but to decreased achievement for the CR group. The familiarity-by-response mode interaction was complicated by interacting with sex for GS and I.Q. for JH. Delayed posttest interactions were more significant than immediate results. The negative effect of F on CR achievement was felt due to lower motivation for able students to attend to familiar material. Sex results were explained by the hypothesis that passive females attend to all tasks, impulsive males only to interesting ones; thus F led to reduced male achievement. Increased retention over time was interpreted as reflecting that retention is a function of initial meaningful learning. (Author)

ED 082 506 EM 011 477

Chavaler, Guy

Classification of the Uses of Computers in Education.

Quebec Dept. of Education, Quebec. Lab. of Educational Information.

Pub Date Aug 72

Note—26p.; Paper presented at the ADIS Conference (Cap-Rouge, Quebec, Canada, August 8-10, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, *Computer Assisted Instruction, *Computers, Data Bases, Data Processing, Definitions, *Instructional Aids, Models, Questioning Techniques, Simulation, Taxonomy, Testing, Tutorial Programs

Identifiers—CAI, Compilers

A scheme which classifies the instructional applications of computers is designed to overcome the confusion created by the imprecision and equivocation associated with computer terminology. The classification is restricted to instructional applications, allows that some applications could apply to more than one category, and reflects a continuum of applications from simple to complex. Five major types of applications are postulated—laboratory tools, teaching support systems, teaching systems, learning systems, and tools for research. Laboratory tools include calculators and compilers. Teaching support systems aid the management of teaching and cover 1) teacher-oriented applications such as data banks, answer processors, statistical packages and test generators and 2) the student-oriented applications of individual testing and computer-managed instruction. Teaching systems are those in which the computer is the main support of information; drill and practice and computer-assisted tutorials are the major applications found under this rubric. Simulations and inquiry dialogues are subsumed under learning systems, while in the final category, research tools, are activities such as course and test validation and the development of learning models. (PB)

ED 082 507 EM 011 478

Gateau, Bernard

35 Secondary V Students Comment on Their Experience With C.A.I. (Preliminary Report).

Quebec Dept. of Education, Quebec. Lab. of Educational Information.

Pub Date 10 May 72

Note—17p.; Paper presented at the ADIS Conference (Cap-Rouge, Quebec, Canada, August 8-10, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, *Computer Assisted Instruction, Data Processing, Interaction, Man Machine Systems, *Secondary Grades, Secondary School Students, *Student Attitudes, *Student Teacher Relationship, Test Construction, Testing

Identifiers—CAI, *Perception Etudiant Relation Professeur Etudiant, PERPI, LPI, Student Observations Teacher Student Relationship

An instrument has been designed and used to quantify the degree of student dissatisfaction with computer-assisted instruction (CAI) experiences. The instrument, entitled PERPI-LPI, was derived from the service test Perceptions Etudiantes de la Relation Professeur-Etudiants (Student Observations on the Teacher-Student Relationship). It

measures the observed experiences and the desired experiences of students on 61 dimensions of teacher-student relationships, using a five-point scale. The difference between observed and desired responses provides an indication of student dissatisfaction. The test was administered to 35 secondary students who had taken a CAI course in data processing. Results indicated that student-machine interaction needed to be made more rapid and flexible and that machine failure could be reduced. In addition, it was found that the measuring scales needed improvement and that test modules should be constructed so that it would be possible to adapt situation specific instruments to appropriate contexts. (PB)

ED 082 508 EM 011 479

International Telecommunications Satellite Organization (INTELSAT) Agreement Between the United States of America and Other Governments and Operating Agreement.

Department of State, Washington, D.C.

Pub Date 20 Aug 71

Note—167p.; Treaties and Other International Acts Series 7532

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Communication (Thought Transfer), *Communication Satellites, Foreign Policy, *Foreign Relations, *International Law, *International Organizations, International Programs, Peace, *Telecommunication, World Problems

Identifiers—*INTELSAT, International Telecommunications Satellite

The INTELSAT (International Telecommunications Satellite) agreement was reached because of the desirability of continuing the development of a telecommunications satellite system. INTELSAT's aim was to achieve a single global commercial system as part of an improved global telecommunications network which will provide expanded services to all areas of the world and contribute to world peace and understanding. This document represents a multilateral agreement to set up INTELSAT, a list of signatories to the agreement, and the operating agreement relating to INTELSAT. (Author/SH)

ED 082 509 EM 011 482

Burns, Harris, Jr., Ed. And Others

The Administration and Management of Small-College Computing Centers. Proceedings of a SIGUCC Symposium (Atlanta, Georgia, June 9-10, 1972).

Pub Date Jun 72

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business Administration, *Colleges, *Computers, *Computer Science, Computer Science Education, Conference Reports, Electronic Data Processing, Management Development, Professional Training, Programming Languages, Symposia, *University Administration, Use Studies

Identifiers—*Campus Computer Centers

The small college computer center's problems—sources and types of service, programing support and faculty development, administrative and academic interfaces, computer science and computer center interfaces, computer center policies, orientation and organization and services of users and groups—are generally individual, and any given problem will have many alternative solutions. This report of a symposium on small college computer centers presents papers and addresses which are oriented around this theme, with each set of papers being presented according to one of the problems listed above. In addition, the symposium's program, an introduction to the symposium, and its keynote address are included. (Author/SH)

ED 082 510 EM 011 483

Bjerstedt, Ake, Ed.

Subject-Matter Oriented Research: Some Current Projects at the Malmö School of Education.

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Aug 73

Note—42p.; Didaktometry Number 39

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Concept Formation, *Educational Research, Educational Technology, Individualized Instruction, *Intellectual Disciplines,

Mathematics Instruction, *Program Descriptions, Second Language Learning, Vocational Education, Writing

Identifiers—*Sweden
Research carried out at the Department of Educational and Psychological Research at Malmö (Sweden) dealing with major subject-oriented projects is described in this report. Included are discussions of projects on individualized mathematics teaching, instructional methods in German, studies of factors that affect concept formation and learning, vocational training problems, composition in the intermediate stage of the comprehensive school, and effects of mathematics teaching. (SH)

ED 082 511 EM 011 484

Hofstetter, Fred T.

Computer Applications to Music at the Ohio State University: Summer, 1971 through Winter, 1973.

Ohio State Univ., Columbus. School of Music.

Pub Date 22 Jul 73

Note—12p.; Paper presented at the International Conference on Computers in the Humanities (Minneapolis, Minnesota, July 22, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Computer Assisted Instruction, *Computer Oriented Programs, *Computer Programs, Computers, Higher Education, Music Activities, *Music Education, Music Facilities, Music Theory, Program Descriptions

Identifiers—Ohio State University

An analytic, statistical, synthetic, bibliographic, instructional, and automated music printing systems is currently available at the Ohio State University. The computer analysis of music is described here, and a list of programs available for computer-assisted musical analysis is presented. Statistical research in music education is considered next, and then four computer programs comprising the computer sound synthesis system are discussed. The development of a general purpose bibliographic system is briefly described, and some aspects of computer-assisted instruction in music theory are considered. Brief sections on automated music printing and the future conclude the paper. (Author/SH)

ED 082 512 EM 011 485

Technology of Cable Television.

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 73

Note—33p.

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cable Television, *Community Antennas, Community Change, Community Leaders, *Community Planning, Community Programs, *Decision Making, Local Issues, Social Change, *Technological Advancement, Telecommunication, Television

The technology of cable television (CATV) is one area in which local community officials need to develop knowledge so that their decisions about the structure of CATV within the community will be informed. Thus, this paper is designed to familiarize local decision makers with the technological aspects of cable communications, to isolate specific questions which local officials must consider as they plan for CATV in their communities, and to note and explain options available to franchising authorities in dealing with those questions. Section One of the report describes cable technology past, present and future; the second section considers issues involved in systems design technical performance standard, and the implementation of future technology. (Author/SH)

ED 082 513 EM 011 486

The Uses of Cable Communications.

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 73

Note—66p.

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cable Television, Community Antennas, Community Change, Community Leaders, Community Planning, Community Programs, *Decision Making, Local Issues, Public Policy, Social Change, Surveys, Technological Advancement, Telecommunication

Identifiers—*Federal Communications Commission, Public Access

Only by having an appreciation of how cable systems can be used, the attendant costs and limitations, can local authorities rationally evaluate its impact on the community. This report is intended to provide an introduction to the range of uses and communications services now possible with cable systems. The first part of the report includes a brief background and chronology of cable applications, a summary of the current regulatory framework, and economic factors that influence the use of cable. The main part reviews the uses and applications of cable: those mandated by the Federal Communications Commission (FCC), to which local authorities must structure their community objectives, and those not specifically mandated. Finally, conclusions and guidelines which may assist franchising authorities in planning for cable use are presented. This report also includes a cable uses survey on developments within defined nonbroadcast channels, pay television, and the hybrid that straddles the classifications. (Author/SH)

ED 082 514 EM 011 488

Hall, Keith A. Igo, Robert V.

E. P. D. A. 1969 Media Specialist Institute. Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—PSU-CAI-R-28

Pub Date Jun 69

Grant—OEG-0-9-480775-2123-725

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Individualized Instruction, *Inservice Teacher Education, Instructional Materials, Mathematics Education, *Mathematics Teachers, Program Descriptions, Programming, Secondary School Mathematics, *Secondary School Teachers

Identifiers—CAI, Commonwealth CAI Consortium, Lincoln High School (Philadelphia), *Media Specialist Institute, Schenley High School (Pittsburgh)

A Media Specialist Institute was held to train teachers who would be using the mathematics programs devised by the Commonwealth Computer-Assisted Instruction (CAI) Consortium. Teachers from Lincoln High School in Philadelphia and Schenley High School in Pittsburgh were given college credit for attending the three-week program. The first week provided the participants with experience in developing a short instructional sequence and in writing a computer program to implement it. In the second and third weeks the teachers taught mathematics classes, observed their peers' teaching, and developed appropriate off-line activities, giving special attention to the individualization of instruction. Evaluation indicated that teachers profited from the opportunity to learn how to individualize CAI and from the exposure to the wide range of commercially available supplementary instructional materials. (PB)

ED 082 515 EM 011 489

Dimmick, Franklin D., Comp.

Computer Assisted Instruction at Penn State.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Report No.—PSU-CAI-R-55

Pub Date Apr 73

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Course Content, Educational Change, Educational Improvement, Higher Education, *Program Descriptions

Identifiers—Pennsylvania State University

It is important that new methods and techniques be developed that will improve the

quality of instruction and, at the same time, make it available to all students, whether advanced, disadvantaged, or removed physically from centers of learning. This report describes a computer-assisted instruction (CAI) laboratory, beginning with an introductory explanatory section on CAI, and then briefly considering the Laboratory's history, objectives, staff, and highlights. Appended are a summary of CAI programs at Penn State, descriptions of CAI courses available at Penn State, and a CAI bibliography. (Author/SH)

ED 082 516 EM 011 490

Feldhusen, John And Others

Designing Open and Individualized Instruction at the Elementary Level: A Guide for the Individual Teacher.

Pub Date Aug 73

Note—31p.; Paper presented at the American Psychological Association Annual Convention (Montreal, Quebec, Canada, August 27-September 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Basic Skills, Cognitive Development, *Elementary Grades, Elementary School Mathematics, Elementary School Science, Individual Development, *Individualized Instruction, *Instructional Design, Instructional Materials Centers, Interpersonal Competence, Language Arts, *Open Education, Self Actualization, Social Studies, Student Role, Teacher Role, Teaching Guides

Identifiers—Learning Plans, Mastery Oriented Programs

A description of open and individualized elementary school instruction is provided. The goals of such instruction are to: 1) teach basic skills in language arts, math, science, and social studies; 2) develop higher cognitive abilities, such as problem solving; and 3) develop the child's social competence and self-concept. Open, individualized education assumes that learning should be an active, interesting process in a free environment which is self-managed by the learner, with the teacher acting as a facilitator. The system begins by positing educational objectives and uses student learning plans in which pupils choose learning activities. Learning materials are adapted for individual use in a flexible room whose foci are learning centers for language arts, math and science, and arts and crafts. Media are regarded as essential to the program. The teacher's role changes as he spends less time in group instruction and more in adapting instructional materials for individual activities, and as he learns new ways of relating to students. Children are required to become more responsible, active, cooperative, self-disciplined, and self-evaluative. Lastly, the program is mastery-oriented, for students work at projects at varying paces until mastery is achieved. (PB)

ED 082 517 EM 011 492

Culp, G. H. And Others

Computer Based Instructional Techniques in Undergraduate Introductory Organic Chemistry: Rationale, Developmental Techniques, Programming Strategies and Evaluation.

Texas Univ., Austin. Dept. of Chemistry.

Pub Date Aug 73

Note—19p.; Paper presented at the American Chemical Society Symposium (Santa Cruz, California, August 19-24, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chemistry Instruction, *Computer Assisted Instruction, *Computer Programs, Curriculum Design, Higher Education, Instructional Aids, *Instructional Design, Instructional Systems, Program Evaluation, State of the Art Reviews, Systems Approach, *Teaching Techniques, Undergraduate Study

Identifiers—CAI, University of Texas at Austin

Over 100 interactive computer programs for use in general and organic chemistry at the University of Texas at Austin have been prepared. The rationale for the programs is based upon the belief that computer-assisted instruction (CAI) can improve education by, among other things, freeing teachers from routine tasks, measuring entry skills, presenting appropriate material, and conducting simulations. Thus, more flexible, individualized instruction is created. Program development proceeds by breaking a course into units, specifying performance objectives, defining instructional sequences, coding the lesson into computer language and entering it into the machine, debugging it, running a pilot test, and

implementing the final version. Programming strategies generally recommend pleasurable interactive sessions of from 20 to 45 minutes. Objectives are specified and then attained through tutorial drill, laboratory simulation, or synthesis programs. A control-experimental design is used for evaluation, with data being compared via techniques such as regression analysis and analysis of variance. Finally, student attitudes toward CAI are checked. (PB)

ED 082 518 EM 011 493

Dondis, Donis A.

A Primer of Visual Literacy.

Pub Date 73

Note—194p.

Available from—Massachusetts Institute of Technology Press, Cambridge, Massachusetts 02142 (\$9.95)

Document Not Available from EDRS.

Descriptors—Books, *Communication (Thought Transfer), *Creative Activities, *Creative Expression, Syntax, Visual Aids, *Visual Arts, *Visual Literacy

An investigation designed to increase the understanding and utilization of visual expression is undertaken. The book examines the basic visual elements, the strategies and options of the visual techniques, the psychological and physiological implications of creative composition, and the range of media and formats included among the arts and crafts. A variety of methods of composition and design are suggested to expand the means of human interaction. Toward this end, the author seeks to construct a basic system for learning, recognizing, making, and understanding visual messages that are negotiable by all people, not those just specially trained. The nine chapters deal, respectively, with: 1) the character and content of visual literacy; 2) syntactical guidelines for visual literacy; 3) the basic elements of visual communication; 4) the anatomy of a visual message; 5) the dynamics of contrast; 6) visual techniques; 7) the synthesis of visual style; 8) the function and message of the visual arts; and 9) visual literacy: how and why. (Author/PB)

ED 082 519 EM 011 494

Gillespie, Robert W.

Computer Assisted Instruction in Economics: An Approach for Illustrating General Equilibrium Concepts.

Illinois Univ., Urbana. Computer-Based Education Lab.

Pub Date Jun 73

Note—18p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Economic Education, Higher Education, Laboratory Procedures, Laboratory Techniques, *Marketing, *Models, Program Descriptions, *Simulation, Undergraduate Study

Identifiers—CAI, General Equilibrium System, Market Exchange, PLATO Computer Assisted Instruction System, Supply and Demand, University of Illinois

A market exchange simulation utilizing the PLATO computer-assisted instructional system at the University of Illinois has been designed to teach students the principles of a general equilibrium system. It serves a laboratory function which supplements traditional instruction by stimulating students' interests and providing them with illustrations of theoretical concepts. The model simulates a simple exchange economy; students order commodities and the computer computes the demands in each market, adjusting prices to supplies and demands. The process is then repeated until equilibrium is reached—i.e., until demands equal supplies. The course instructors provide post-simulation analysis and exposition by methods of their own choice. The simulation was generally well-received in the first course in which it was used, but formal validation remains to be undertaken in the future. (PB)

ED 082 520 EM 011 495

McManamon, P. M. Utlaut, W. F.

A Summary of Technical Problems Associated With Broadband Cable Telecommunications Development. A Survey of Technical Requirements for Broadband Cable Telecommunications; Volume One.

Office of Telecommunications (DOC), Washington, D.C.

Report No.—OTR-73-13-Vol-1

Pub Date Jul 73

Note—59p; See Also EM 011 496 - EM 011 500
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Communications, Information Networks, Information Systems, *Media Technology, Technical Reports, Technological Advancement, *Technology, *Telecommunication
Identifiers—Broadband Cable Teleservices, CATV

The results of a survey of cable television (CATV) and related technological industries are summarized. In this, the first of a series of seven reports, attention is focused upon some major technical factors which need to be considered in order that a transition from the technical state of today's cable television and services to new teleservices may be effected. The relationship between systems and teleservices is explored and technical summaries are presented in the areas of measurements, standards or engineering practices, new applications of technology, system design analysis, software, and teleservices. The ensuing volume will discuss: subscriber terminals and network interface (volume 2), signal transmission and delivery between head-end and subscriber terminals (volume 3), system control facilities (volume 4), system interconnections (volume 5), and the use of computers in CATV two-way communications systems (volume 6). The last report in the series will consist of a selected bibliography. (Author/PB)

ED 082 521 EM 011 496

Wieder, Bernard. And Others.

Subscriber Terminals and Network Interface. A Survey of Technical Requirements for Broadband Cable Teleservices; Volume Two.

Office of Telecommunications (DOC), Washington, D.C.

Report No.—OTR-73-13-Vol-2

Pub Date Jul 73

Note—89p; See also EM 011 495 and EM 011 497 - EM 011 500

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Communications, *Information Networks, Information Systems, *Media Technology, Microphones, Tape Recorders, Technical Reports, Technology, *Telecommunication, *Video Equipment
Identifiers—Broadband Cable Teleservices, Cameras, CATV, Printers, Sensors, Set Top Converters, Television Receivers

Questions pertaining to home terminals in the cable environment are examined. The functions of subscriber-owned television receivers in this new setting are examined and the details of set-top converters are closely scrutinized. Also explored are augmented one-way and two-way services which will require such added equipment in the home as a camera, microphones, digital devices, sensors, printers, and tape recorders. Lastly, characteristics of the augmented home terminal are examined in an attempt to identify the demands which the new services may place upon the cable systems. (Author)

ED 082 522 EM 011 497

Smith, Ernest K. And Others.

System Control Facilities: Head-Ends and Central Processors. A Survey of Technical Requirements for Broadband Cable Teleservices; Volume Four.

Office of Telecommunications (DOC), Washington, D.C.

Report No.—OTR-73-13-Vol-4

Pub Date Jul 73

Note—154p; See also EM 011 495 - EM 011 496 and EM 011 498 - EM 011 500

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cable Television, Communications, *Computers, Confidentiality, Information Networks, *Media Technology, Security, State of the Art Reviews, Surveys, Technical Reports, Technology, *Telecommunication, Time Sharing, *Video Equipment

Identifiers—Broadband Cable Teleservices, CATV, Central Processors, FCC, Federal Communications Commission, Head Ends, Privacy

The system control facilities in broadband communication systems are discussed in this report. These facilities consist of head-ends and central processors. The first section summarizes technical problems and needs, and the second offers a cursory overview of systems, along with an incidental mention of processors. Section 3 looks at the question of the computer needs laid upon the central processor at head-ends or subhead-ends

by particular service requirements; the following section considers the problems of coupling the computer into a communications system. Privacy and security, worrisome areas in time-shared computers to say nothing of cable television systems, are considered in section 5, while performance standards, both present and future, are treated in section 6. Section 7 deals with the measurements required by Federal Communications Commission regulations. A set of appendices covers such areas as the characteristics of television signals and existing standards. (Author)

ED 082 523 EM 011 498

McManamon, Peter M.

System Interconnections. A Survey of Technical Requirements for Broadband Cable Teleservices; Volume Five.

Office of Telecommunications (DOC), Washington, D.C.

Report No.—OTR-73-13-Vol-5

Pub Date Jul 73

Note—134p; See also EM 011 495 - EM 011 497 and EM 011 499 through EM 011 500

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cable Television, Communications, Economic Factors, *Information Networks, *Media Technology, State of the Art Reviews, *Technology, *Telecommunication
Identifiers—Analog Transmission Systems, Audio Video Data Signals, Broadband Cable Teleservices, CATV, Common Carrier Services, Digital Data Signals, Digital Transmission Systems, Line of Sight Microwave Transmission, Satellite Transmission

Several aspects of system interconnections are treated in this report. The interconnection of existing and future cable television (CATV) systems for two-way transfer of audio/video and digital data signals is surveyed. The concept of interconnection is explored relative to existing and proposed CATV systems and broadband teleservice networks, common carrier services, facilities and growth projections, and the technical-economic state-of-the-art of the required technology. The need for interconnection is reviewed. Satellite and line-of-sight microwave transmission in addition to digital versus analog transmission systems aspects are considered in terms of interconnection. Lastly, some potentially significant queueing problems are identified. (Author)

ED 082 524 EM 011 499

Campbell, Larry J.

The Use of Computers in CATV Two-Way Communications Systems. A Survey of Technical Requirements for Broadband Cable Teleservices; Volume Six.

Office of Telecommunications (DOC), Washington, D.C.

Report No.—OTR-73-13-Vol-6

Pub Date Jul 73

Note—39p; See also EM 011 495 - EM 011 498 and EM 011 500

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Computers, Computer Science, Design, *Media Technology, *Networks, Technical Reports, Technology, *Telecommunication
Identifiers—Broadband Cable Teleservices, CATV

Use of the computer in the design and operation of broadband communication systems are discussed. The current status of computer aided design is reviewed, with consideration ranging from components to total systems and networks. Future applications of computers to design, simulation, operation, maintenance, and economic modeling and decision-making are introduced and assessed. Lastly, recommendations are made for necessary future research and development. (Author)

ED 082 525 EM 011 500

Holmberg, N. And Others.

A Selected Bibliography. A Survey of Technical Requirements for Broadband Cable Teleservices; Volume Seven.

Office of Telecommunications (DOC), Washington, D.C.

Report No.—OTA-73-13-Vol-7

Pub Date Jul 73

Note—142p; See also EM 011 495 - EM 011 499

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, *Cable Television, Confidentiality, Economic Factors, Legal Problems, Management, *Media Technology, Security, Social Factors, *Telecommunication
Identifiers—Broadband Cable Teleservices, CATV, Privacy

A selected bibliography is presented in this last volume of the series. The citations included data from as long ago as 30 years, although the majority are of recent vintage. These publications are concerned with cable television (CATV) and broadband cable systems which offer or propose to offer various teleservices in addition to one-way distribution of present television channels. Topics covered include technical teleservices, system management, system economics, and the legal, social, privacy, and security aspects of the systems. (Author)

ED 082 526 EM 011 501

One Week of Educational Television, May 21-27, 1961. A Study of Structure and Content in Educational Television Programming.

Brandeis Univ., Waltham, Mass. Morse Communication Research Center.

Pub Date May 61

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Broadcast Industry, Children, College Students, *Educational Television, Instructional Television, *Programming (Broadcast), Public Television, *Tables (Data), Television Research, *Television Surveys
Identifiers—*Educational Television Stations

A survey to determine what kinds of programs the nation's educational television stations offer focused on the 56, noncommercial, individually programed educational stations in operation during one week in 1961. Following a description of the methodology of the survey, this report defines terms and categories of analysis and then presents results under broadcast patterns, program patterns, remarks, and areas for further study. The extensive tables which are appended provide much of the content of the report. (SH)

ED 082 527 EM 011 502

One Week of Educational Television. Number Two. March 18-24, 1962.

Brandeis Univ., Waltham, Mass. Morse Communication Research Center.

Pub Date Mar 62

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Broadcast Industry, Children, College Students, *Educational Television, Instructional Television, *Programming (Broadcast), Public Television, *Tables (Data), Television Research, *Television Surveys
Identifiers—*Educational Television Stations

The programs offered by 62 educational television stations in the United States and Puerto Rico during a typical week of broadcasting in 1962 are documented in this report. General information about educational television stations is presented first, and then data pertaining to three audience types—in-school instructional broadcasting, college-adult instructional broadcasting, and general broadcasting—are presented for such areas as amount of broadcasting, program sources, and program categories. Extensive tables and charts supplement the report. (SH)

ED 082 528 EM 011 503

One Week of Educational Television. Number Three. April 19-25, 1964.

Brandeis Univ., Waltham, Mass. Morse Communication Research Center.

Pub Date Apr 64

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, Broadcast Industry, Children, College Students, *Educational Television, Instructional Television, *Programming (Broadcast), Public Television, Tables (Data), Television Research, *Television Surveys
Identifiers—*Educational Television Stations

The programming of educational television is examined through a survey conducted during one week in 1964 of the 88 educational television stations on the air during that week. The data were analyzed separately for three distinguishable audiences of educational television—the school audience, the college-adult education audience, and

the general audience—and results are presented under each audience type about broadcast patterns, amount of programming, program sources, and subjects broadcast. An additional section covers educational television networks and alliances such as National Educational Television, state networks, regional networks, commercial networks and stations, film sources, university program sources, informal program exchanges, Midwest Program Airborne Television Instruction, National Instructional Television Library, the new stations and the educational television alliances, and local production. The last section deals with repeats, transmission, and purchased programming. Details of the survey and supplementary charts are appended. (SH)

ED 082 529 EM 011 504
One Week of Educational Television. Number Four. April 17-23, 1966.

Brandeis Univ., Waltham, Mass. Morse Communication Research Center.; National Center for School and Coll. Television, Bloomington, Ind. Pub Date Apr 66

Note—99p.; Previously announced as ED 019 865

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Broadcast Industry, Children, College Students, *Educational Television, Instructional Television, *Programming (Broadcast), Public Television, Tables (Data), Television Research, *Television Surveys

Identifiers—*Educational Television Stations

The status of educational television is reported through information about 115 educational television stations from one week in 1966. This report brings together information about instructional television as well as the broad cultural broadcasts that range from the informational to science, news and public affairs to programs about the arts. An introductory section describes the stations, program sources, and the findings of the report. Other sections distinguish between types of educational television audiences—general, school, and college-adult instruction—in presenting information about amounts broadcast, broadcast patterns, programming, program sources, subject broadcast, repeats, and transmission. Appended are a description of the methodology of the report, a list of stations submitting program schedules for dates other than the week selected for study, educational television station licenses, and supplementary tables. [Supplementary tables may not be legible on microfiche.] (Author/SH)

ED 082 530 EM 011 508

O'Neil, Harold F., Jr. Anxiety Reduction and Computer-Assisted Learning.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Sep 72

Grant—OEG-4-71-0027

Note—9p.; Paper presented at the Symposium on Anxiety in Educationally Relevant Situations, Annual Meeting of the American Psychological Association (Honolulu, Hawaii, September 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anxiety, Cognitive Ability, *Cognitive Processes, *Computer Assisted Instruction, Educational Research, *Learning Processes, Memory

Identifiers—Anxiety Reduction, CAI, MA 3 Associative Memory Test, Memory Support, State Anxiety, State Trait Anxiety Inventory

Research tested an anxiety reduction technique in a computer-based learning situation. Computer-based situations were used because they permitted controlled studies using materials relevant to the real-life needs of students and allowed repeated measurements of state anxiety in response to learning materials. Thus, the relationships between anxiety reduction and subsequent state anxiety and that between state anxiety and performance could be uncovered. The State-Trait Anxiety Inventory was used, following several tests of its reliability and validity. Since previous studies did not directly measure state anxiety, but rather inferred it from behavioral or performance indexes, a new paradigm was developed to study the mutual effects of state anxiety, cognitive abilities, and experimental treatments on a concept

learning task. An experimental group received memory support when requested; two control groups received it, respectively, continuously, or never. Results from the MA-3 Associative Memory Test showed that the experimental group required fewer trials to criterion and had lower levels of anxiety. Thus, directly measured evidence was offered for the contention that the anxiety reduction treatment of memory support reduced state anxiety. (PB)

ED 082 531 EM 011 509

O'Neil, Harold F., Jr. Relationship of Anxiety and Performance in Computer Assisted Learning.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 73

Note—12p.; Paper presented at the American Psychological Association Annual Meeting (Montreal, Canada, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Anxiety, Behavioral Objectives, *Computer Assisted Instruction, Criterion Referenced Tests, Educational Psychology, Emotional Response, Individualized Instruction, *Learning Processes, Program Descriptions, Undergraduate Study

Identifiers—University of Texas at Austin, Worry

A descriptive summary of research at the University of Texas into the relationship between anxiety and performance is presented. Relevant research on the concepts of worry, emotionality, and state anxiety is reviewed. An instructional context involving a computer-managed course in educational psychology is described, along with the methodology used to study the relationships between each of four modules within the educational psychology course. The ability of the computer-managed curriculum to meet the demands for a research context which involves individualized instruction, behavioral objectives, and criterion-referenced test items is demonstrated. Significant results include the findings that the various measures of anxiety are highly correlated among each other and that worry is correlated more negatively and significantly with total performance scores than is either emotionality or state anxiety. (PB)

ED 082 532 EM 011 510

Richardson, Frank C. And Others Development and Preliminary Evaluation of an Automated Test Anxiety Reduction Program for a Computer-Based Learning Situation.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TU-CAI-TR-20

Pub Date Jan 73

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Adjustment (to Environment), *Anxiety, Autoinstructional Aids, Cognitive Processes, College Students, *Computer Assisted Instruction, *Desensitization, Educational Research, Learning Processes, Self Evaluation, Self Help Programs, Test Wiseness, Video Tape Recordings

Identifiers—*Anxiety Reduction, CAI

An automated program for the reduction of test anxiety in a computer-based learning situation has been developed. Its main components are: 1) a self-study manual containing information and written exercises dealing with coping with test anxiety; 2) a videotape of modeled effective and ineffective coping with anxiety on tests; 3) a brief, modified systematic desensitization procedure; and 4) a session of practicing coping with anxiety in a computer-guided testing situation. The objective was to provide an inexpensive service for test-anxious students. Preliminary investigation of the program's effectiveness in the context of a sequence of computer-managed instructional modules found a highly significant reduction in self-reported test anxiety as compared with a no-contact control group of highly test-anxious students. Slight indications of improved performance on the modules for the treatment groups were also noted. Future research will be directed at overcoming difficulties in detecting improved performance following reduction of test anxiety and toward eliminating the relaxation and desensitization component of

the program in favor of increased emphasis upon practicing test-taking and anxiety management skills. (Author/PB)

ED 082 533 EM 011 515

Lohr, Paul, Ed. Hagemeister, Rosemarie, Ed. The Uses of Satellites for Educational Television in Developing Countries; Report on the Munich Conference 1972.

International Central Inst. for Youth and Educational Television, Munich (West Germany).

Spons Agency—Ministry of Education and Science, Bonn (West Germany).

Pub Date 73

Note—84p.

Available from—Internationales Zentralinstitut für das Jugend- und Bildungsfernsehen, Rundfunkplatz 1 8 Munich 2, Federal Republic of Germany

Document Not Available from EDRS.

Descriptors—Broadcast Industry, Case Studies, *Communication Satellites, Conference Reports, Developed Nations, *Developing Nations, *Educational Television, Media Technology, *Programming (Broadcast)

Identifiers—Brazil, ETV, India, UNESCO

The first section of these conference proceedings consists of a position paper on the use of satellites for educational television (ETV) in developing countries. It outlines the nature of the educational crisis facing developing countries, offers a theory of ETV, reviews some of its prospects and problems, discusses the relevance of other broadcast media, and compares broadcast satellites with microwave systems, concluding that the former are more useful for ETV. Following this, an overview of the United Nations Educational, Scientific and Cultural Organization's (UNESCO) program for the use of educational satellites is given. The third major section presents two case studies dealing with ETV satellite experiments carried out in India and Brazil. Issues raised in these papers, or during discussions of them, included: 1) the value of ETV; 2) the role of other audiovisual aids; 3) the impact of ETV upon other broadcasting media; 4) the difficulty of obtaining quality programming; 5) the cost-effective utilization of satellites; 6) the danger of undue influence being exerted upon emerging nations by developed countries; and 7) the ways in which UNESCO and industrialized countries can assist developing nations with their ETV projects. (PB)

ED 082 534 EM 011 615

Lewis, Richard B.

The Effective Use of Media in Innovative Schools.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 73

Contract—OEC-1-7-070-873-4581

Note—18p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, *Educational Innovation, Elementary Grades, Experimental Programs, Experimental Schools, Higher Education, Instructional Aids, *Instructional Innovation, *Instructional Materials, *Instructional Media, Media Selection, Secondary Grades

Identifiers—*Educational Resources Information Center, ERIC

Abstracts of 37 documents recently input to the Educational Resources Information Center (ERIC) are compiled in this report. These documents were selected as being among the most significant of those dealing with the effective use of media in innovative schools and because they were of special interest to district level administrators, curriculum supervisors and media specialists. Reports dealing solely with computer assisted instruction are not included because this topic has been dealt with separately in a recent publication of "The Best of ERIC: Recent Trends in Computer Assisted Instruction" (ED 076 025). The documents are grouped into the following categories: elementary and secondary education; higher education, including community colleges; adult education; and developing countries. Each annotation contains an abstract of the document and information on its author, source, ERIC ED number or journal citation, and price. Also in-

cluded are some hypotheses which seek to explain the causes for the apparent decline of innovative media programs and some suggestions about how to improve the reporting of such programs. (PB)

ED 082 535 EM 011 616

Seibert, Warren F.
Instructional Television: The Best of ERIC.
Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 73

Note—27p.
Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$2.00 payment must be included with order)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Cable Television, Education, *Educational Television, External Degree Programs, Guides, Higher Education, Instructional Media, *Instructional Television, International Programs, Public Television, Telecommunication, *Television Instruction, Television, Television Curriculum, *Television Research Identifiers—*Educational Resources Information Center, ERIC

The abstracts presented herein represent the most significant of several hundred from the Educational Resources Information Center's (ERIC) collection. These were identified by a computer search of the subject of instructional television and serve to update an earlier bibliography published by the same author in April 1972. The compilation seeks to provide educational planners with an overview of the trends which will most influence future educational practice and to convey a sense of the growing significance of instructional television and related technologies. The documents are divided into nine categories: bibliographies and guides; overviews; children and television; cable television and telecommunication; continuing education, higher education and the open university; public television; international developments; general research; and miscellaneous. Each citation contains, in addition to the abstract information on the author, title, original source and publication date, and instructions on how to order the complete document. (Author/PB)

ED 082 536 EM 011 621

Mielke, Keith W.
Decision-Oriented Research in School Television.
Agency for Instructional Television, Bloomington, Ind.

Pub Date 27 Sep 73

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, *Decision Making, Educational Television, *Evaluation, Formative Evaluation, *Instructional Television, Policy, *Policy Formation, Program Development, Program Evaluation, *Research Needs, Summative Evaluation Identifiers—*Agency for Instructional Television, AIT

A review of the contributions of evaluation to school television is presented, and some policy suggestions for evaluation programs are offered. The purpose is to assist the Agency for Instructional Television (AIT) in determining how to utilize evaluative research in conducting its projects and the focus is upon decision-making related to the production of television programs. Four categories of decision-oriented research are identified—background, formative, summative, and policy. Major recommendations include: 1) Each AIT activity should have a research and evaluation component; 2) AIT should focus upon decision-oriented and product-specific research and evaluation; 3) Background and in-house policy research should be an integral part of AIT; 4) Formative research should be conducted by an in-house staff and be organizationally subordinate to production; 5) Top priority for research resources should go to formative research; 6) Summative research, while necessary, is less important than formative research; 7) Utility to the decision-making process is the chief criterion by which research and evaluation is to be judged; 8) Summative research for outside consumption should be assigned to outside agencies; and 9) Original instruments should be used whenever possible for formative and summative research. (Author/PB)

FL

ED 082 537 FL 003 526

Cahiers linguistiques d'Ottawa: 2, H, 1972 (Ottawa Notebooks on Linguistics: Vol. 2, No. 2, 1972).

Ottawa Univ. (Ontario). Dept. of Linguistics and Modern Languages.

Pub Date 72

Note—94p.; Some materials in French; Published with cooperation of the Centre for Second Language Learning, Univ. of Ottawa

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, Error Patterns, Grammar, Linguistics, *Linguistic Theory, *Machine Translation, Memory, *Semantics, Structural Analysis, Taxonomy, Translation

This issue contains five articles dealing with several aspects of linguistic theory. The first, "Origine et evolution de la notion de 'situation' de l'Ecole linguistique de Londres: de Malinowski a Lyons," examines the origin and meaning of the concept of "situation" in articles by the London school of linguists. The second, "Some Aspects of a Semantic Taxonomy," discusses conditions required for structural description of linguistic content. The third defines "vigilant memory" and its application to the segmentation and error-correction of natural language input. A description of the mechanical translation system developed at the Universite de Montreal includes discussion of the theory, computer system, steps in translating, and future prospects. The last article, "Universal Quantifiers and Entailment," explores the relationship of reason and condition clauses. (RL)

ED 082 538 FL 003 531

Zamorano, E. Hector
Teaching English to Migrant Children.

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Speech), Consonants, Distinctive Features, *English (Second Language), Instructional Aids, Instructional Improvement, Instructional Program Divisions, Migrant Child Education, *Phonemes, *Spanish Speaking, *Teaching Guides, Vowels

The purpose of this manual is to assist the teacher in improving his teaching of English-as-a-second-language. It is particularly recommended for teachers of children whose mother tongue is Spanish. A preliminary test for teachers on English phonemes and identification of articulatory organs is included. The English sound system is described, including stops, split fricatives, groove fricatives, affricates, resonants, and semiconsonants. A consonant chart, vowel chart, and answers to the teacher's pre-test are appended. (RL)

ED 082 539 FL 003 761

Guerra, Enedina And Others
An Oral Language Development Course of Study for the Edinburg Schools.

Edinburg Consolidated Independent School District, Tex.

Pub Date Jun 66

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American English, Audiovisual Aids, Child Development, Cultural Education, *English (Second Language), Instructional Materials, *Language Development, *Language Programs, Learning Activities, Learning Motivation, Listening Comprehension, *Oral Expression, Pronunciation Instruction, Self Concept, *Teaching Methods, Verbal Communication, Verbal Development, Vocabulary Development

This document presents details for a supplemental oral language development program for children in the elementary grades learning to speak American English as a second language. The booklet discusses the purpose and objectives of the program and describes the materials to be used, the physical set-up, teaching techniques and learning activities to be employed, and the means for program evaluation. (VM)

ED 082 540 FL 003 777

Bausch, K.H.
The Teaching of German in German Schools and Current Trends in Linguistics in German Universities.

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Pub Date 28 Jul 71

Note—16p.; Lecture given for a course on "The Place of Grammar in Modern Methods of Language Teaching," Brussels, Belgium, November 16-20, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, *German, *Grammar, Instructional Materials, Instructional Program Divisions, Language Instruction, Modern Languages, *Surveys, *Teaching Methods, *Textbooks

Identifiers—West Germany
The relative importance of content-oriented teaching materials in German universities and public schools is examined in this survey of language textbooks and teaching methods. It is noted that despite a growing interest in structural linguistics at the university level, school grammars are primarily content-oriented and based on Hans Glinz's "The Inner Form of German." Teacher training in the methodology of grammar instruction largely takes place after the student leaves the university with the assistance of master teachers. (RL)

ED 082 541 FL 003 779

Symposium on Intensive Courses for Modern Language Teachers: Report.

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Pub Date 20 Jun 72

Note—53p.; Symposium on Intensive Courses for Modern Language Teachers at York, England, December 13-19, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Instruction, *Educational Objectives, *Employment Projections, Instructional Program Divisions, *Intensive Language Courses, *Language Instruction, Language Tests, *Modern Languages, Second Language Learning, Student Evaluation, Symposia

Reports of lectures and discussions held at the symposium reflect several primary themes including: (1) examination of the aims, forms, and content of intensive courses for modern language teachers; (2) discussion of reasons for the shortage of modern language teachers; (3) identification of problems which arise with regard to use of audio-visual methods in intensive courses; and (4) examination of the use of tests and award of certificates in connection with intensive courses. (RL)

ED 082 542 FL 003 780

Symposium on "A Unit/Credit System for Modern Languages in Adult Education: General Orientation Paper."

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date 4 May 72

Note—8p.; Symposium scheduled to be held at St. Wolfgang, Austria, June 17-18, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Credit Courses, Credits, Curriculum Development, *Educational Strategies, Individualized Programs, Instructional Improvement, *Language Instruction, *Language Programs, *Modern Languages, Second Language Learning, Second Languages, Student Evaluation, Symposia, Teaching Methods

Plans and objectives for a symposium on the development of a system of language instruction for European adults, patterned after the American unit/credit concept, are outlined in this orientation paper. The background and rationale for the symposium reflect an emerging interest in European education which will allow for greater flexibility in curriculum development and for the individualization of instructional programs. Summaries of several preparatory meetings concerning the symposium are included. (RL)

ED 082 543 FL 003 781

van Ek, J. A.

Analysis of the Problems Involved in Defining, in Operational Terms, a Basic Competence Level (or Threshold Level) in Foreign Language Learning by Adults.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date 31 Jan 72

Note—16p.; Paper presented at a conference, "Plan for a European Unit-Credit System in the Field of Adult Language Learning," Strasbourg, France, February 18, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Language Instruction, Language Programs, *Language Skills, *Modern Languages, Second Language Learning, *Second Languages

This study discusses problems involved in an attempt to define the minimum level of foreign language competence. That level, defined as the "threshold level," is considered to be the lowest learning objective in the framework of a unit/credit system. The criteria suggested in this paper to determine the threshold level of linguistic competence in each of the basic language skills are then examined with reference to the development of adult language programs. (RL)

ED 082 544 FL 003 782

Richterich, Rene

A Model for the Definition of Language Needs of Adults Learning a Modern Language.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date May 72
Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Curriculum Development, *Educational Objectives, *Language Instruction, Learning Motivation, *Modern Languages, *Second Language Learning, Teaching Methods

Identifiers—Europe

An outline for determining the language-learning needs of adults in Europe is developed in this model. A situational approach is prescribed which delimits the linguistic field and facilitates mastery of the subject area. The learning units, needs, motivations, educational objectives, and problems are discussed in the introductory section. A comprehensive model and a section on practical applications are included. (RL)

ED 082 545 FL 003 783

Wilkins, D. A.

An Investigation into the Linguistic and Situational Content of the Common Core in a Unit Credit System.

Council of Europe, Strasbourg (France). Committee for Out-of-School Education and Cultural Development.

Pub Date 72
Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Curriculum Development, *Grammar, *Instructional Improvement, Language Programs, Language Skills, *Linguistic Theory, Semantics, Teaching Methods

The basic learning theory underlying this study is that not all language needs can be accounted for by a prediction of the possible language situations in which a person will engage. This paper proposes a way of resolving the problems of determining what is grammatically necessary as a sound basis of all language use and what constitutes a speaker's communicative competence. The framework is organized in notional categories. By considering first what the content of utterances is likely to be, it is possible to decide which forms of language will be most valuable. If it is assumed that most learners will need to express a similar range of content, it becomes possible to set up comparable syllabuses for different languages. The notional information is then supplemented by information concerning obligatory grammatical categories not predictable from the notional approach. A number of detailed examples are given of the varied ways in which some of the functional categories are expressed in English. The appendix contains a section which exemplifies the categories of communicative function. (Author/RL)

ED 082 546 FL 003 802

Kirton, Jean F.

Papers in Australian Linguistics No. 5.

Australian National Univ., Canberra. Dept. of Linguistics.

Spons Agency—Hunter Douglas Fund, Sydney (Australia).

Pub Date 71

Note—74p.; Offprint from Pacific Linguistics Series A, No. 27

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adjectives, Allomorphs, *Anthropology, Case (Grammar), Charts, Consonants, *Diachronic Linguistics, Form Classes (Languages), Language Classification,

Morphology (Languages), *Nominals, Phonology, Phrase Structure, Pronouns, Semantics, *Synchronic Linguistics, Vowels

Identifiers—Australia, Yanyula

This paper presents a study of Yanyula nouns and noun modifiers. Yanyula is the language spoken in parts of the Northern Territory and Queensland in Australia. In relation to noun modifiers, the paper discusses adjectives and numerals, demonstrative and possessive pronouns, prefix allomorphs, and noun modifier occurrence in noun phrases. Regarding nouns, the linguistic (semantic, grammatical, phonological) and anthropological aspects of development and current usage are discussed and a complex noun classification system is outlined. (DD)

ED 082 547 FL 003 823

Walser, F. LeRoy

Ethnic Study and Foreign Language Education: Chicanos and Spanish Language.

Pub Date 25 Nov 72

Note—10p.; Paper presented at the ACTFL/SCOLT Joint Annual meeting, Atlanta, Georgia, November 1972. Included in the Proceedings of the Joint Meeting

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Curriculum Development, *Ethnic Groups, *Ethnic Stereotypes, *Ethnocentrism, Language Instruction, Mexican Americans, Mexicans, Modern Languages, Second Language Learning, *Social Discrimination, *Spanish Americans

Stereotypes of the Mexican, the Chicano, and the American Indian are noted to be recurrent in many educational publications and considered to be a major obstacle in overcoming commonly held biases and prejudices which work against the educational and social advancement of minority groups. This paper discusses means to improve the educational curriculum and help eliminate negative stereotyping of ethnic minorities. (RL)

ED 082 548 FL 003 906

Jackendoff, Ray S.

Semantic Interpretation in Generative Grammar.

Pub Date 72

Note—400p.

Available from—The MIT Press, 28 Carleton Street, Cambridge, Mass. 02142 (\$10.00)

Document Not Available from EDRS.

Descriptors—Adverbs, Cognitive Processes, Deep Structure, Grammar, Information Processing, Intonation, Language Patterns, *Language Research, Language Universals, Linguistic Patterns, *Linguistic Theory, Negative Forms (Language), *Semantics, Surface Structure, *Syntax, *Transformational Generative Grammar, Transformations (Language), Transformation Theory (Language)

The author finds Katz and Postal's 1964 generative semantic theories concerning the organization of grammar incorrect and proposes an interpretive approach to semantics in which syntactic structures are given interpretations by an autonomous semantic component. The research reported leads the author to describe a generative grammar consisting of five major components: the lexicon, the base component, the transformational component, the phonological component, and the semantic-component. The semantic component, in turn, includes at least four subcomponents, interpreted as functional structure, modal structure, coreference relations, and focus and presupposition. The book describes the four subcomponents and also focuses on problems in the analysis of adverbs, intonation contours, and negation. (VM)

ED 082 549 FL 004 007

Friedli, Annemarie

E.I.L. Swiss German: An Audio Lingual Course with Correlated Tapes, Volume I.

Experiment in International Living, Putney, Vt.

Pub Date 9 Jun 70

Note—229p.

Available from—The School for International Training, Kipling Road, Brattleboro, Vermont 05301 (Contact for the accompanying tapes)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Audiolingual Methods, Audiolingual Skills, Basic Skills, Conversational Language Courses, *Cultural Education, *German, Independent Study, Instructional Materials, Intensive Language Courses, *Language Instruction, Language Proficiency, Listening Comprehension, Pattern Drills (Language), Second

Language Learning, Speech Skills, Substitution Drills, *Textbooks

Identifiers—Swiss German

This basic textbook for Swiss German contains 10 units. The text is adaptable for use in an academic institution (anticipated completion time is one academic year), in an intensive program (completion time is 90-120 hours), or in independent study. The vocabulary is limited, and only basic and essential grammar is included. Although audiolingual skills are stressed, reading and writing skills may be taught at the discretion of the teacher. Each unit contains a conversation, oral-drill materials on the conversation and new vocabulary, pronunciation drills, extensive pattern practices on structural items, conversational drills, translation exercises, narratives for reading practice, a grammatical synopsis, a lexical summary, and supplementary materials for teaching Swiss German culture. Correlated, taped materials should be used with the text. (DD)

ED 082 550 FL 004 009

Haan, Gudrun

E.I.L. Norwegian: An Audio-Lingual Course with Correlated Tapes, Volume I.

Experiment in International Living, Putney, Vt.

Pub Date 1 Jun 70

Note—179p.

Available from—The School for International Training, Kipling Road, Brattleboro, Vermont 05301 (contact for the accompanying tapes)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Audiolingual Methods, Audiolingual Skills, Basic Skills, Conversational Language Courses, *Cultural Education, Independent Study, Instructional Materials, Intensive Language Courses, *Language Instruction, Language Proficiency, Listening Comprehension, *Norwegian, Pattern Drills (Language), Second Language Learning, Speech Skills, Substitution Drills, *Textbooks

This basic textbook for Norwegian contains 10 units. The text is adaptable for use in an academic institution, in an intensive program, or in independent study. The vocabulary is limited, and only basic and essential grammar is included. A brief introduction contains information on Norwegian linguistic history. Although audiolingual skills are stressed, reading and writing skills may be taught at the discretion of the teacher. Each unit contains a culturally-oriented conversation, oral-drill materials on the conversation and new vocabulary, pronunciation-drills, extensive pattern practices on structural items, conversational drills, translation exercises, some narratives for reading practice, a grammatical synopsis, and a lexical summary. Correlated, taped materials should be used with the text. (DD)

ED 082 551 FL 004 064

Han, Miekko S. Weitzman, Raymond S.

Studies in the Phonology of Asian Languages V: Acoustic Features in the Manner-Differentiation of Korean Stop Consonants.

University of Southern California, Los Angeles. Acoustics Phonetics Research Lab.

Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research.

Report No.—NR-049-183

Pub Date Jul 67

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acoustic Phonetics, Articulation (Speech), *Consonants, *Distinctive Features, Experiments, Graphs, Intonation, *Korean, Listening Skills, Phonemes, Phonemics, Phonology, *Spectrograms, Standard Spoken Usage, Tables (Data), Tests, Tone Languages

This study, the fifth in the series "Studies in the Phonology of Asian Languages," aims to describe those acoustic features involved in the distinction of Korean stop consonants, using the sound spectrograph and pitch extractor as research tools. The report specifically deals with voice onset time associated with weak and strong stops and the acoustic quality of voice onset. A condensed version of the paper was presented at the 72nd meeting of the Acoustical Society of America, November 4, 1966. (Author/DD)

ED 082 552 FL 004 065

Han, Miekko S.

Studies in the Phonology of Asian Languages VI: Complex Syllable Nuclei in Vietnamese.

University of Southern California, Los Angeles. Acoustics Phonetics Research Lab.

Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research.

Report No.—NR-049-183

Pub Date Jan 68

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acoustic Phonetics, Articulation (Speech), Consonants, *Distinctive Features, Experiments, Graphs, Intonation, Phonemics, Phonetics, *Spectrograms, Standard Spoken Usage, *Syllables, Tables (Data), Tone Languages, *Vietnamese, Vowels

Identifiers—Hanoi

This study is the sixth in the series "Studies in the Phonology of Asian Languages." A phonetic and phonemic analysis of the three complex nuclei of Vietnamese (Hanoi dialect), spelled (1) ye-, ie-, ia, (2) -u'o-, -u'a, and (3) -uo-, -ua, was carried out using the sound spectrograph. The relative domains of the target qualities of the complex nuclei were established and then compared with those of the eleven simple vowels. Further analysis was done, varying the environment with regard to type of syllable, tone, and initial and final consonants. Regardless of environment, a relative distinctiveness of domain seems to be maintained. (Author/DD)

ED 082 553 FL 004 066

Weitzman, Raymond S.

Studies in the Phonology of Asian Languages IX: Word Accent in Japanese.

University of Southern California, Los Angeles. Acoustics Phonetics Research Lab.

Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research.

Report No.—NR-049-183

Pub Date Feb 70

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Acoustic Phonetics, Descriptive Linguistics, *Distinctive Features, Experiments, Graphs, *Intonation, *Japanese, Language Patterns, Language Research, Phonology, *Spectrograms, Standard Spoken Usage, Synchronic Linguistics, Tone Languages, Vocabulary

This study, the ninth in the series "Studies in the Phonology of Asian Languages," aims to analyze the phonological properties of the accentual system of Standard Colloquial Japanese on the basis of acoustic-phonetic data, especially data obtained through use of the sound spectrograph and pitch extractor. Chapters deal with functional distinctions among accent patterns, methods of acoustic-phonetic analysis, fundamental frequency and intensity as correlates of Japanese accent, and new conceptualizations for the phonological description of accent distinctions. Three transcription systems are used—phonetic, phonemic, and romanized. (Author/DD)

ED 082 554 FL 004 135

DeFere, Louise A.

Non-Standard English in Norfolk City Schools.

Pub Date 6 Aug 71

Note—145p.; M.A. Thesis, Old Dominion University, Norfolk, Virginia

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Age Differences, American English, Educationally Disadvantaged, *Ethnic Distribution, Language Research, Language Usage, Linguistic Patterns, Masters Theses, *Morphology (Languages), Negro Dialects, *Nonstandard Dialects, Pronouns, Regional Dialects, Research Methodology, School Integration, Social Dialects, *Social Distribution, Social Status, *Syntax, Verbs

Identifiers—*Norfolk, Virginia

It is the intent of this Master's Thesis to describe the nonstandard morphology and syntax of a representative sample of children in the Norfolk City schools. The description is organized according to the linguistic patterning of nonstandard English features and their social and ethnic distribution. The speech of both white and Negro children is considered in the interest of clarifying the question of ethnic stratification of dialect features. The research methodology is described, and a discussion of isolated features follows; such features include the zero-copula, invariant "be," third person singular present tense verbs, past forms of the verb, negation, plural formation, pronouns, and questions. The study concludes with implications for future research and pedagogical considerations. The distribution pat-

terns that emerge from the study indicate that most nonstandard features occur in Norfolk in the speech of whites as well as of Negroes. The dialect variations seem to be regional rather than social. The appendixes include the data collection forms and the dialect study questionnaire used in the research. (Author/VM)

ED 082 555 FL 004 148

Gardocki, Henry A.

Adventure in Language through Latin. First Adventure: Opening the Door. Reader: Introduction, Radio-TV Edition.

Pub Date 65

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Audiovisual Aids, Basic Skills, Form Classes (Languages), Grammar, *Language Instruction, Language Patterns, Language Skills, *Latin, Pattern Drills (Language), Pictorial Stimuli, Programed Instruction, *Reading Materials, Testing, *Textbooks, Vocabulary Development, Workbooks

This introductory reader for beginning Latin is based on the audiolingual method and contains 12 lessons. Materials in this and successive units embody structural linguistic principles and methods, new vocabulary and basic structures being generated from five kernel sentences by substitution, transformation and expansion. Each lesson is an audiolingual exercise having a specific goal and containing pictorial aids, recognition drills, and pattern practices. The lessons are constructed by "frames," and frame corresponding to a picture and its verbal identifier. A programmed workbook and workbook tests are designed for use with the readers. For the corresponding workbook, see FL 004 159; for other workbooks, readers, and tests, see FL 004 156-8, FL 004 160, and FL 004 163. (DD)

ED 082 556 FL 004 156

Gardocki, Henry A.

Adventure in Language through Latin. First Adventure: Opening the Door. Reader: Unit I.

Pub Date 64

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Audiovisual Aids, Basic Skills, Form Classes (Languages), Grammar, *Language Instruction, Language Patterns, Language Skills, Language Tests, *Latin, Pattern Drills (Language), Pictorial Stimuli, Programed Instruction, *Reading Materials, Substitution Drills, *Textbooks, Vocabulary Development, Workbooks

This reader is the first of eight units for a beginning Latin course based on the audiolingual method. Materials in this and successive units embody structural linguistic principles and methods, new vocabulary and basic structures being generated from five kernel sentences by substitution, transformation and expansion. The unit contains eight lessons each of which states a specific goal and contains pictorial aids, recognition drills, extensive pattern practices, substitution drills, grammar exercises, and question-answer drills. A programmed workbook and workbook tests are designed for use with the readers. See FL 004 157-60 and FL 004 163 for related materials. (DD)

ED 082 557 FL 004 157

Gardocki, Henry A.

Adventure in Language through Latin. First Adventure: Opening the Door. Auxiliary Reader I.

Pub Date 62

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Audiovisual Aids, Grade 3, Grade 5, Grade 7, *Language Instruction, Language Patterns, Language Skills, *Latin, Pictorial Stimuli, Programed Instruction, Reading Comprehension, *Reading Materials, *Reading Skills, Textbooks, Vocabulary Development, Worksheets

This auxiliary reader is designed to supplement the beginning course in Latin based on the audiolingual method. The material has been used successfully with third-, fifth-, and seventh-grade students. The text consists of a series of 25 pictures, each accompanied by a descriptive narrative and followed by a question-answer practice. Programmed worksheets designed to accompany the text are available. For related material, see FL 004 156, FL 004 158-60, and FL 004 163. (DD)

ED 082 558 FL 004 158

Gardocki, Henry A.

Adventure in Language through Latin. First Adventure: Opening the Door. Reader: Radio-TV Edition.

Pub Date 66

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Audiovisual Aids, Grammar, *Language Instruction, Language Patterns, Language Skills, *Latin, Listening Skills, Pattern Drills (Language), Pictorial Stimuli, Radio, *Reading Materials, Sentence Structure, Television, *Textbooks, Vocabulary Development

This Radio-TV class reader contains material from the Introduction and Unit I of the beginning Latin course based on the audiolingual method. The text consists of listening exercises composed of words or sentences with corresponding pictures followed by pattern practices on sentence structure, and question-answer exercises. The reader is designed to develop familiarity with Latin sounds and basic language patterns. For related material, see FL 004 156-7, FL 004 159-60, and FL 004 163. (DD)

ED 082 559 FL 004 159

Gardocki, Henry A.

Adventure in Language through Latin. First Adventure: Opening the Door. Workbook Introduction, Radio-TV Edition.

Pub Date 65

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Basic Skills, Grammar, Independent Study, *Language Instruction, Language Patterns, Language Skills, *Latin, *Programed Instruction, Reinforcement, Testing, Textbooks, Vocabulary Development, *Workbooks

This programmed workbook is designed for use with the introductory reader for the beginning audiolingual Latin course. The workbook allows the student to work without direct teacher aid, to work and review at his own speed, to correct answers immediately, and to pursue good independent study habits. Like the reader, the workbook is structured by "frames," each frame being a separate step in the learning process, and each requiring a written response. Each lesson in the workbook corresponds to one in the reader. For related materials, see FL 004 156-58, FL 004 160, and FL 004 163. (DD)

ED 082 560 FL 004 160

Gardocki, Henry A.

Adventure in Language through Latin: Workbook and Tests for Unit I. Radio-TV Edition.

Pub Date 67

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Audiovisual Aids, Basic Skills, Grammar, Independent Study, *Language Instruction, Language Patterns, Language Skills, *Latin, Pictorial Stimuli, *Programed Instruction, Reinforcement, Tests, Vocabulary Development, *Workbooks

This programmed workbook and test booklet is designed for use with the Unit I reader for the beginning audiolingual Latin course. The workbook allows the student to work without direct teacher aid, to work and review at his own speed, to correct answers immediately, and to pursue good independent study habits. Like the reader, the workbook is structured by "frames," each frame being a separate step in the learning process, and each requiring a written response. Each lesson in the workbook corresponds to one in the reader. A series of reinforcement tests follows the workbook lessons. For related material, see FL 004 156-9 and FL 004 163. (DD)

ED 082 561 FL 004 163

Gardocki, Henry A.

Adventure in Language through Latin: Tests for Workbook, Introduction. Radio-TV Edition.

Pub Date 65

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Basic Skills, Grammar, Independent Study, *Language Instruction, Language Patterns, Language Skills, *Language Tests, *Latin, Reinforcement, Vocabulary Development, Workbooks

This test booklet is designed for use with the workbook for the Introductory Unit of the

beginning audiolingual Latin course. The tests review syllable division in Latin, Latin cognates, sentence structure, verbs, adjective agreement, and case. The tests correspond to workbook lessons. For related material, see FL 004 156-60. (DD)

ED 082 562 FL 004 242
Reeback, Robert T.

A Teacher's Manual to Accompany the Oral Language Program.

Southwestern Cooperative Educational Lab., Albuquerque, N. Mex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date May 69

Contract—OEC-4-7-062827-3078

Note—28p.; Second edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American English, Auditory Training, Bilingual Teacher Aides, Children, *English (Second Language), Instructional Materials, Language Fluency, *Language Programs, *Manuals, Nonstandard Dialects, *Oral Communication, Oral English, Pronunciation Instruction, Standard Spoken Usage, Syntax, *Teaching Methods, Teaching Techniques

The Oral Language Program for which this document serves as a teacher's manual is a set of 147 daily lessons designed to help five- to seven-year-old children who do not speak English or who speak dialects of English that offer significant structural competition with the standard dialects. The manual provides a guide to the lessons, explaining format, preparation, materials, checklists, and content tests. A section on the teaching situation is included with remarks on group size and composition, pacing, furniture and arrangements, teacher aides, and use of the native language or dialects. Important teaching techniques, such as shaping and maintaining correct responses, conventions, modeling, correcting errors, and attention, are also discussed. For the first edition of this manual, see ED 044 368. (VM)

ED 082 563 FL 004 246

Martinez Martinez, Antonio L., Ed.

Informacion Bibliografica: Aso 3, Num. 9, Enero-Febrero, 1972 (Bibliographic Information: Volume 3, Number 9, January-February 1972).

Ministerio de Educacion, Havana (Cuba). Centro de Documentacion Pedagogica.

Pub Date Feb 72

Note—42p.; In Spanish

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Bulletins, Computer Science, *Documentation, *Education, Information Centers, Information Processing, Information Retrieval, *Information Science, Information Storage, *Information Systems, Library Automation, Spanish Speaking

This bulletin contains several articles on various topics concerning information science. The first article is a report on the November 1971 Seminar on Documentation and Pedagogical Information in Latin America held in Panama. The second article, entitled "Informatica," provides a discussion of information science by three Soviet writers; definitions are provided for many of the terms used in information science. The third article discusses methods for locating and retrieving information of various types; the examples cited here are mainly from work done in Great Britain. The final article discusses the need for library automation. The remaining sections list relevant publications and announce national and international developments in the field of information science. (VM)

ED 082 564 FL 004 280

Turner, Paul R., Ed.

Bilingualism in the Southwest.

Pub Date 73

Note—352p.

Available from—University of Arizona Press, Box 3398, Tucson, Arizona 85772 (\$7.45)

Document Not Available from EDRS.

Descriptors—American Indian Culture, *American Indians, Biculturalism, Bilingual Education, *Bilingualism, English, Ethnic Groups, *Language Research, Linguistics, *Mexican Americans, Minority Groups, Native Speakers, Navaho, Psycholinguistics, Research, Sociocultural Patterns, *Sociolinguistics, Spanish

The articles included in this book are intended to demonstrate the diversity of academic interest

in the phenomenon of bilingualism. Articles treat Mexican-Americans, American Indians, and Suggestions for Further Research. The first two parts contain the following subdivisions: (1) Assumptions and Methods, (2) Language Resources and Development, and (3) Cultural and Linguistic Interactions. There are a total of eight articles in the first section, nine in the second, and one in the third. Many of the articles include references for further research or consultation. Tables and graphs help to explain information. (SK)

ED 082 565 FL 004 290

Feidler, Marie M. And Others

A Guide for Latin. Preliminary Edition.

North Dakota State Dept. of Public Instruction, Bismarck.

Pub Date Oct 70

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Classical Literature, *Cultural Education, *Curriculum Guides, Elementary Grades, Grammar, High Schools, Instructional Materials, *Language Instruction, *Language Learning Levels, *Latin, Listening Skills, Morphology (Languages), Phonology, Reading Comprehension, Speech Skills, Student Evaluation, Teaching Techniques, Translation, Vocabulary, Writing Skills

This guide outlines a four-year program of Latin instruction which may be used on either the elementary or high school levels. Although the program is designed to develop all four language skills—reading, writing, listening, speaking—emphasis is placed on reading comprehension. The course also provides for an appreciation of Roman culture and civilization and its contributions to Western civilization and literature. Each of the four levels corresponds to one year of the sequence. Five basic areas are covered at each level—phonology, morphology, syntax, vocabulary, culture—with one optional topic which may concentrate on linguistic contributions or outside reading. A section on evaluation criteria for each level is included, as well as a bibliography of audiovisual resources. (DD)

ED 082 566 FL 004 293

Malikouti-Drachman, Angeliki And Others

Working Papers in Linguistics No. 15.

Ohio State Univ., Columbus. Dept. of Linguistics.

Pub Date Apr 73

Note—224p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Articulation (Speech), Bibliographies, Charts, Child Language, Cognitive Processes, Consonants, Diagrams, Intonation, *Language Learning Levels, *Linguistic Patterns, Morphology (Languages), *Oral Expression, Phonemics, Phonetics, *Phonology, Physiology, Pronunciation, Sentence Structure, Vowels, *Written Language

This issue is devoted to first language acquisition. It includes twelve papers concerning: the acquisition of liquids ("l" and "r"); creative errors in the written syntax of deaf children; theoretical and methodological problems in the acquisition of phonology, illustrated from Greek and English: the basis of articulation; the philosophy of science; and vowel nasalization. (Author/DD)

ED 082 567 FL 004 308

Zirkel, Perry Alan

A Method for Determining and Depicting Language Dominance.

Pub Date 12 May 73

Note—17p.; Paper presented at the 7th Annual TESOL Convention, San Juan, Puerto Rico, May 12, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, *Bilingualism, Language Fluency, *Language Proficiency, *Language Research, Language Tests, *Listening Comprehension, Listening Skills, Research Criteria, Research Design, Research Methodology, *Research Problems, Scientific Research, Speech Skills, Statistical Analysis

This article suggests a method for determining and depicting language dominance through the use of parallel tests of aural ability in two languages. In addition, the use of a two-dimensional graph consisting of the proficiency levels within each language appears fruitful as a means of depicting such dominance scores in the initial placement of pupils into instructional groupings. However, the complexity of human behavior across a

dual language matrix as well as the limitations of brief group testing preclude anything more than a tentative judgment with respect to any pupil's language dominance, which should be verified by subsequent diagnostic testing and prescriptive teaching. Given the restricted resources of the typical educational setting, the circumspect use of such a method offers a simple and systematic starting point for pupil placement and programmatic progress. (Author/SK)

ED 082 568 FL 004 330

Leverly, Francis

La Documentacion Automatica (Automated Documentation).

Ministerio de Educacion Nacional, Bogota (Colombia). Centro Nacional de Documentacion e Informacion Pedagogica.

Pub Date Dec 71

Note—12p.; In Spanish

Journal Cit—Informacion Bibliografica Educativa; n2 p1-12 Sep-Dec 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automatic Indexing, *Automation, Clearinghouses, Computers, *Computer Science, *Documentation, Indexing, *Information Centers, Information Processing, *Information Retrieval, Information Storage, Information Systems, Scientific Research, Spanish Speaking

Documentation centers are needed to handle the vast amount of scientific and technical information currently being issued. Such centers should be concerned both with handling inquiries in a particular field and with producing a general catalog of current information. Automatic analysis of texts by computers will be the best way to handle material, but, until that is possible, a semi-automatic method which calls for manual analysis for key-words and syntactic relations among them is a suitable method for the retrieval of information. The use of microfiche and the publication of current catalogs of documents contribute to a more efficient operation. A thesaurus listing key-words and their synonyms is also a suggested means for facilitating research. (VM)

ED 082 569 FL 004 375

Dubin, Fraida

The Problem "Who Speaks Next?" Considered Cross-Culturally.

Pub Date 13 May 73

Note—14p.; Paper presented at the 7th Annual TESOL Convention, San Juan, Puerto Rico, May 13, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Cross Cultural Studies, Cultural Differences, *English (Second Language), Ethnology, *Language Instruction, *Linguistic Competence, Research Methodology, Second Languages, *Teaching Techniques

To achieve the goal of communicative competence, second language instruction should incorporate the results of ethnomethodology research. Ethnomethodologists are interested in the shared rules of interpretation which members of a culture utilize during their conversational interchanges. "Applied ethnomethodology" in the ESL classroom would mean inclusion of materials which explicitly point out those implicit, underlying rules for interaction used by Americans, especially where they differ from the students' own. For example, the Japanese have a very strict code for who speaks next in a conversation—the older, higher-ranking person holding the floor until he voluntarily yields it to another. Interruption is frowned upon and there is little tradition of a dialectic style. The Japanese, then, as well as other non-native English speakers, must learn not only a new language structure but new language behavior patterns. Rules for speaker selection and rules for interrupting may be introduced by using dialogues or other oral-skill-development techniques which simulate situations where such problems of interaction occur. Triologues, with two native speakers and one non-native speaker, can produce effective results. (HW)

ED 082 570 FL 004 427

Johnson, R. K. And Others

A Report on Language Problems of Tertiary Level Students Using English as a Second Language in Papua New Guinea. Teaching Methods and Materials Centre Research Report 19.

Papua and New Guinea Univ., Port Moresby.

Teaching Methods and Materials Centre.

Pub Date Jan 73

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Educational Strategies," *English (Second Language), *Higher Education, *Instructional Improvement, Language Tests, Phonology, Reading Ability, Reading Achievement, Reading Comprehension, Reading Improvement, Reading Research, Reading Skills, Research Methodology, Semantics, Speech Skills, Syntax, Vocabulary Development, Vocabulary Skills, Word Study Skills
Identifiers—"Papua New Guinea"

This is a collection of comments and research on the problems of students studying at the tertiary level through the medium of a second language. It includes sections on vocabulary, reading skills, syntax, and speech. It also contains several studies of actual students and conditions at the University of Papua and New Guinea. (HW)

ED 082 571

FL 004 483

Pack, Alice C., Ed.

TESL Reporter, Vol. 4, No. 3.

Church Coll. of Hawaii, Laie. English Language Inst.

Pub Date 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Evaluation, Diagrams, Educational Strategies, *English (Second Language), Instructional Materials, *Language Instruction, Language Patterns, Linguistics, Morphology (Languages), *Newsletters, Oral Communication, Oral English, Speech Skills, Student Motivation, *Teaching Techniques, Telephone Instruction, Verbs, Writing Skills

This issue contains the following articles: "A Portfolio Program for Teaching English Composition," by Charles J. Fox and Robert Tippetts; "TESL Curriculum: The Foundation Is What Counts," by William D. Conway; "English Oral Language," by Allan D. Patterson; "Using a Telephone Directory to Teach English as a Second Language," by Jason B. Alter; "Supplementation of Opposites in Simple Predicate Expansion," by Yao Shen. A companion article by Yao Shen is included in FL 004 484. (HW)

ED 082 572

FL 004 484

Pack, Alice E., Ed.

TESL Reporter, Vol. 4, No. 4.

Church Coll. of Hawaii, Laie. English Language Inst.

Pub Date 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Behavioral Science Research, Diagrams, Educational Psychology, *English (Second Language), Instructional Materials, *Language Instruction, Language Patterns, Linguistics, Morphology (Languages), *Newsletters, Oral Communication, Oral English, Psycholinguistics, Psychology, Speech Skills, Teaching Styles, *Teaching Techniques, Telephone Instruction, Verbs

This issue contains the following articles: "Behaviorist and Rationalist Psychology and Language Teaching Theory," by William Gallagher; "TESL and Speech Communication," by Kay M. Yamada; "More on Using a Telephone Directory to Teach English as a Second Language," by Betty M. Crethar; and "Supplementation of Opposites in Simple Predicate Expansion," by Yao Shen. A companion article by Yao Shen is included in FL 004 483. There are also two book reviews: "English through Pictures—Book I," by I.A. Richards and Christine Gibson; and "Science Readings for Students of English as a Second Language," edited by Kenneth Croft and Billy Walker Brown. (HW)

ED 082 573

FL 004 487

Lambert, Wallace E. Tucker, G. Richard

Bilingual Education of Children: The St. Lambert Experiment.

Pub Date 72

Note—248p.

Available from—Newbury House Publishers, Inc., 68 Middle Rd., Rowley, Mass. 01969 (\$7.50)

Document Not Available from EDRS.

Descriptors—Biculturalism, *Bilingual Education, Bilingualism, Educational Development, Educational Principles, Educational Programs, Educational Research, Educational Sociology, Educational Theories, *English, Field Experience Programs, *French, Parent Influence, Program Content, Teaching Quality
Identifiers—Canada, *Quebec, *St. Lambert Experiment

This book presents an account of the bilingual educational program near Montreal, Canada, referred to as the St. Lambert Experiment. It contains the following chapters: (1) Introduction, (2) The Research Plan and Procedures, (3) The Standings of the Pilot Classes at the End of Grade I, (4) The Follow-Up Classes at the End of Grade I, (5) The Pilot and Follow-Up Classes at Grade II, (6) The Pilot and Follow-Up Classes at Grade III, (7) The Pilot Class at Grade IV, (8) The Program's Effect on Pupils' Attitudes, (9) Pupils' Views of the Program, and (10) The Bilingual Education of Children In Perspective. The appendixes discuss the role of parents and present descriptions of the classes in action. Included are references and an index. (SK)

ED 082 574

FL 004 508

Burt, Marina K. Kiparsky, Carol

The Gooficon: A Repair Manual for English.

Pub Date 72

Note—121p.

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 (\$4.95)

Document Not Available from EDRS.

Descriptors—"Educational Strategies," *English (Second Language), Form Classes (Languages), Function Words, Instructional Materials, *Interference (Language Learning), Language Instruction, Language Patterns, Linguistics, Morphology (Languages), Nouns, Pronouns, Second Language Learning, Sentence Structure, *Structural Grammar, Student Motivation, Syntax, *Teaching Guides, Teaching Techniques, Verbs

This supplementary offering for English-as-a-second-language courses was prepared to help isolate and treat most of the "goofs" that students regularly make in speaking and writing English. Each error is presented in its grammatical context, and chapters are arranged on the basis of groups of errors that fall together structurally. Included are "The Skeleton of English Clauses," "The Auxiliary System," "Passive Sentences," "Temporal Conjunctions," "Sentential Complements," and "Psychological Predicates." Each chapter contains an "Analysis of Goof Types" and "Pedagogical Notes." There is a lengthy introduction with teaching suggestions and an explanation of the "gooficon" rationale. Particular emphasis is placed on the question of "hierarchy:" correction of the most important error—the one that interferes with comprehension and communication—rather than, or at least before, any others. (HW)

ED 082 575

FL 004 590

Bibliography of Spanish Materials for Students, Grades Seven through Twelve.

California State Dept. of Education, Sacramento. Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—"Annotated Bibliographies," Art, *Bibliographic Citations, Bibliographies, *Bilingual Education, *Booklists, Books, Catalogs, Dictionaries, Documentation, Encyclopedias, Language Arts, Literature, Music, Physical Education, Sciences, *Spanish, Vocational Education

This annotated bibliography of Spanish materials for students in grades seven through twelve is divided into the following categories: (1) Art, Drama, Music, and Poetry; (2) Books in Series; (3) Culture; (4) Dictionaries and Encyclopedias; (5) Literature; (6) Mathematics; (7) Physical Education, Health, and Recreation; (8) Reading and Language Arts; (9) Science; (10) Social Science; (11) Spanish Textbooks; and (12) Vocational Education, Hobbies, and Industrial Arts. The appendixes include a directory of publishers in the United States and abroad, and a directory of distributors. The annotations are in English. (SK)

ED 082 576

FL 004 595

O Raifeartaigh, T.

Presidential Address. First International Conference of the Association of Teachers of English to Speakers of Other Languages, University College, Dublin, Ireland, June 27, 1973.

Pub Date 27 Jun 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—English (Second Language), Language Instruction, *Learning Difficulties, Learning Motivation, *Second Language Learning, *Speeches, *Student Teacher Relationship, *Testing
Identifiers—Ireland

This conference address touches on a variety of issues in second language learning and underlines points that the speaker considers areas for thought and discussion. Initial remarks concern second language learning in Ireland. In his statements concerning second language learning in general, the speaker emphasizes the importance of contact between teacher and pupil and the greater significance of subject matter over method. The speaker discusses the special obstacles which the modern age places in the way of second language learners and cites the sudden mass movement of pupils into secondary schools of various kinds as posing one of the greatest problems. Much of the speech concerns the role of examinations in general and in second language learning in particular. (VM)

ED 082 577

FL 004 648

Wardhaugh, Ronald

Introduction to Linguistics.

Pub Date 72

Note—239p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, N.Y., N.Y. 10020 (\$4.50)

Document Not Available from EDRS.

Descriptors—Articulation (Speech), Bibliographies, Communication (Thought Transfer), Comparative Analysis, Diachronic Linguistics, Dialects, Language Patterns, Language Role, Language Usage, *Linguistics, *Morphology (Languages), *Phonetics, *Phonology, Phrase Structure, Semantics, Sentence Structure, *Transformation Generative Grammar, Transformations (Language)

This book attempts to provide a broad and not too highly technical coverage of linguistic theory, both historically and in its current status. Although no particular viewpoint is espoused, a penchant for transformation generative grammar is apparent. The text discusses language as a means of communication, the physiology of articulation, phonology, generative transformational grammar, language transformations, historical-comparative linguistics, etymology, and language variation. In addition to a complete bibliography and glossary of terms at the end of the text, each chapter contains notes indicating other sources relating to the area discussed. A workbook with exercises and additional examples is also available. (DD)

ED 082 578

FL 004 654

Modern Foreign Language and Area Study Fellowships: 1973-74.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW/OE-73-19501

Pub Date 73

Note—39p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.5)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Area Studies," *Federal Programs, *Fellowships, Graduate Study, *Modern Languages, *Scholarships, Undergraduate Study

This brochure outlines fellowship programs supported by the United States Office of Education in foreign languages, area studies, and world affairs. The programs will support more than 1,100 graduate academic-year fellowships and approximately 1,000 graduate and undergraduate awards for summer intensive language study. Information is included on graduate fellowships, undergraduate fellowships, graduate academic-year award quotas, and award quotas for graduate and undergraduate summer intensive study of modern foreign languages by World Areas in 1973. (RL)

ED 082 579

FL 004 691

Mathias, Gerald B.

On the Modification of Certain Reconstructions of Proto-Korean-Japanese.

California Univ., Berkeley. Japanese Linguistics Workshop.

Pub Date 73

Note—17p.; In Papers in Japanese Linguistics, v2

n1 p31-47 Summer 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Articulation (Speech), *Contrastive Linguistics, *Diachronic Linguistics, Ideography, *Japanese, *Korean, Morphemes, Morphophonemics, Nominals, Phonetics, Phonology, Syllables, Verbs, *Vowels

The paper discusses lexical evidence proposed by Samuel E. Martin, including later revisions thereof by R.A. Miller, concerning a genetic relationship between Korean and Japanese, based on an examination of vowel changes in Middle Korean and Old Japanese. While the author rejects Chinese phonetic evidence as inconclusive and affirms the legitimacy of internal evidence, he does propose revisions for those of Martin's rules which provide only partial correspondence between the two languages. (DD)

ED 082 580

FL 004 696

Kinney, Lucretia

Origin and Development of Papiamentu.

Pub Date Jul 70

Note—19p.; Paper prepared for the Area Linguistics Seminar, Ohio State University, Columbus, July 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African Languages, Bibliographies, *Creoles, Descriptive Linguistics, *Diachronic Linguistics, Dutch, Language Usage, Lexicology, Phonology, Portuguese, Pronouns, *Social Dialects, Spanish, *Synchronic Linguistics, Syntax, Tables (Data), Verbs, Vocabulary

Identifiers—Netherlands Antilles, *Papiamentu
This paper concerns the development of Papiamentu, a creole language spoken in Aruba, Bonaire, and Curacao, islands off the coast of Venezuela. The contributions of each of the languages which influenced its development—Portuguese, African languages, Spanish, and Dutch—are examined in successive sections of the paper, with a concluding portion devoted to Modern Papiamentu and its social dialects. Tables comparing tense markers and personal pronouns are included, as well as a bibliography of references. (DD)

ED 082 581

FL 004 735

Materiales en Marcha para el Esfuerzo Bilingüe-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism), July 1973.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 73

Note—23p.; Some material in Spanish

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingual Education, Bilingualism, Biographies, Culture, English, Ethnic Groups, *Instructional Materials, Latin American Culture, *Mexican Americans, Minority Groups, *Newsletters, Portuguese, Spanish, Spanish Culture

This newsletter is designed to promote the needs and aims of bilingual-bicultural education. This issue contains the following articles: (1) Santillana's "Redondel," (2) Secondary Biographies, (3) The Culture Crunch, and (4) Editor's Notes. Included is a list of suggested U.S. distributors of educational materials in Spanish and Portuguese. (SK)

ED 082 582

FL 004 776

Materiales en Marcha para el Esfuerzo Bilingüe-Bicultural (Materials on the March for the Promotion of Bilingualism/Biculturalism), August 1973.

San Diego City Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingual Education, Bilingualism, Bulletins, Childrens Books, *English, Instructional Materials, Mexican Americans, Minority Groups, *Newsletters, Portuguese, Reading, *Spanish, Spanish Speaking

This newsletter is designed to promote the concept of bilingual-bicultural education. The following articles are included in this issue: (1) Elementary Art in the Push-Button Era, (2) Games Pupils Play (and Teachers Too), (3) Field-Testing Favorites, (4) Sample Lesson on Mayan Culture, and (5) Using RAF Charts in Science and Reading. Included is a list of suggested U.S. distributors of educational materials in Spanish and Portuguese. (SK)

ED 082 583

FL 004 786

D'Abruzzo, Joseph

Teaching Conversational French to the "Non-Major": Two Techniques.

Pub Date [72]

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Language Programs, *Curriculum Development, Dialogue, *French, Instructional Program Divisions, *Language Instruction, Modern Languages, Student Evaluation, *Student Motivation, Teaching Methods, *Teaching Techniques

By representing a language dialogue in French with its English translation, the author demonstrates how flexibility in dialogue construction can help motivate students who do not plan to major in the foreign language. Another section demonstrates innovative methods for helping teach the non-major to overcome pronunciation difficulties in French. A sample unit of an experimental course taught at West Virginia Institute of Technology focuses on "La Mode du printemps et de l'été de 1972;" discussion of course objectives, grading, teaching techniques, audiovisual aids, and teaching methods is included. Problems facing the language teaching profession today are also discussed. (RL)

ED 082 584

FL 004 965

Saville-Troike, Muriel

Bilingual Children: A Resource Document Prepared for Child Development Associate Consortium, Inc.

Center for Applied Linguistics, Washington, D.C.
Spons Agency—Child Development Associate Consortium, Inc., Washington, D.C.

Pub Date Aug 73

Note—153p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, *Bilingual Education, *Bilingualism, Bilingual Schools, Bilingual Students, Bilingual Teachers, Child Language, Early Childhood, *English, Ethnic Groups, *Language Research, Linguistics, Mexican Americans, Minority Groups, Non English Speaking, Puerto Ricans, *Spanish, Spanish Speaking

This resource document presents research on first and second language acquisition, home environments, and other cultural factors that affect the cognitive or affective development of bilingual minority-group children, such as child-rearing practices, styles of learning and coping, and values and attitudes. Sections are devoted to the nature of language, linguistic diversity, child language acquisition, becoming bilingual, profiles of bilingual children, and implications for early-childhood program development. Included are appendices which provide more detailed information on the specific ethnic groups and an extensive bibliography. (Author/SK)

ED 082 585

FL 004 970

Geuder, Patricia A.

Sociolinguistics and Chicano Literature.

Pub Date 12 Oct 73

Note—14p.; Paper presented at a meeting of the Rocky Mountain Modern Language Association, Laramie, Wyoming, October 12, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Culture, Dialect Studies, *English, Ethnic Groups, Idioms, Language Research, Language Role, Linguistics, *Literature Appreciation, *Mexican Americans, Minority Groups, Nonstandard Dialects, *Sociolinguistics, Sociology, *Spanish

One rich cultural beginning embedded in contemporary Chicano literature is the language(s) of the literature. In this respect, Chicano literature and sociolinguistics are concomitants: the use of sociolinguistics increases the understanding of the use of the language(s) found in the literature: of the contextual references made about language(s); and of the content, form, and kinship code of conversational etiquette modes. (Author)

ED 082 586

FL 004 981

Yorio, Carlos Alfredo

Extra-Curricular Mini-Courses as Part of the Curriculum of a Course in English as a Foreign Language.

Pub Date 11 May 73

Note—12p.; Paper presented at the 7th Annual TESOL Convention, San Juan, Puerto Rico, May 11, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Course Evaluation, Curriculum Development, Curriculum Evaluation, Educational Psychology, Educational Strategies, *English (Second Language), *Experimental Programs, Intensive Language Courses, Language Instruction, Learning Experience, *Lecture, Oral Communication, Second Language Learning, *Short Courses, Student Participation, Supplementary Education

The University of Michigan English Language Institute has experimented successfully with offering extra-curricular mini-courses for students of English as a second language. The courses provide an optional activity in which the exposure to English is through a real situation in learning subject matter. After several successful attempts, and some not so successful, the faculty isolated the factors to be considered in planning such a supplementary program. These factors include: (1) Courses should be offered at a time in the semester when a psychological break is needed, and when it will not interfere with the students' regular academic work; (2) A subject matter should be found that the teacher enjoys and that the students are not likely to have been exposed to; (3) The actual material to be read or discussed should be carefully chosen. It is advisable to use something simple and authentic; (4) Audio-visual aids should be used to make the course more appealing; (5) A series of three or four lectures in one week seems to constitute the right length for the course; (6) Not much, if any, outside work should be required, and students ought not to be forced to participate if they do not want to; and (7) Each lecture should be self-contained. Subject-matter possibilities for mini-courses are unlimited: what is important is the rewarding feeling of a shared interest or experience and a realization that English can be vehicle for real communication. (HW)

HE

ED 082 587

HE 004 281

The Early Development of the Open University: Report of the Vice-Chancellor January 1969-December 1970.

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date 72

Note—184p.

Available from—The Open University, Bursary, P.O. Box 77, Bletchley, Buckinghamshire, England (\$3.10)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Educational Administration, Educational Finance, *Experimental Colleges, Experimental Schools, *External Degree Programs, *Higher Education, *Innovation, Institutional Role, *International Education, Universities

Identifiers—*Open University
This report concerns the establishment and development of the British Open University. Contents include the descriptions of: the development of the institution; staffing the open university; development of the Milton Keynes Campus; undergraduate course development; regional organization; demand for open university courses; development, production, and distribution of course materials; support systems and records; student services; finance; and external relations. Appendices include membership of the various planning committees, statement of accounts, and research grants awarded. The text is accompanied by tables. (Author/PG)

ED 082 588

HE 004 442

Morishima, James K., Ed.

An Annotated Bibliography of Institutional Research 1971-1972. Sixth Edition.

Association for Institutional Research.

Pub Date 72

Note—48p.

Available from—Office of Institutional Educational Research, 1400 NE Campus Parkway, 530 Schnitz Hall, PA-20, University of Washington, Seattle, Washington 98195 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Budgeting, Community Colleges, Curriculum, *Educational Objectives, Faculty, Governance, Graduate Study, *Higher

Education, *Institutional Research, *Research, Students, Universities

This annotated bibliography of institutional research is the sixth in a series published by the Association for Institutional Research (AIR) for distribution to the organization's membership and other interested persons. Members of the AIR have been requested to submit abstracts of institutional studies that would be of general interest to members and that would be available to persons desiring a copy. The annotations are divided as follows: Goals of Higher Education; Community Development Goals; Spatial Environments of Higher Education; The University; The Community College; Institutions of Higher Education Within the Civil Government; Curriculum and Instruction; Research; Professional and Graduate Education; Student Services; Government and Management Activities; Academic Governance; Planning; Budgeting; Innovative Activities; Students; Faculty; Student Development Outcomes; and Miscellaneous. (Author)

ED 082 589 HE 004 452
Willocks, R. W. F.

Project Report to the General Faculties Council's Executive Committee for the Academic Year 1971-1972; Submitted by the Committee to Investigate Teaching.

Alberta Univ., Edmonton. Office of Institutional Research and Planning.

Pub Date 72

Note—225p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Improvement, *Educational Programs, *Educational Research, *Higher Education, Research, Teaching, *Teaching Methods

This report will cover assumed and ongoing projects that took place between July 1, 1971 and September 1, 1972, either directly or in conjunction with the Committee to Investigate Teaching, University of Alberta, Canada. This report classifies projects into three groups: (1) those studies that have been initiated in either 1970-71 or 1971-72 and are now complete, (2) those studies that have been initiated in 1970-71 or 1971-72 and have been abandoned, and (3) those studies that have been initiated in 1970-71 or 1971-72 and are still in progress. The penultimate section is devoted to new projects that have been submitted to the Committee either by its own members or from other academic staff on campus. Finally, the report presents recommendations that the Committee to Investigate Teaching has derived from its completed projects. (Author/PG)

ED 082 590 HE 004 464
Erickson, Stanford C.

The Apprentice Teacher. Memo to the Faculty, No. 51, March 1973.

Michigan Univ., Ann Arbor. Center for Research on Learning and Teaching.

Report No.—CRLT-Mem-51

Pub Date Mar 73

Note—6p.

Available from—Managing Editor, CRLT, 109 E. Madison Street, Ann Arbor, Michigan 48104 (\$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Departmental Teaching Plans, Evaluation, *Graduate Students, *Higher Education, Inservice Teacher Education, Institutional Role, Preservice Education, Program Descriptions, *Teacher Education, *Teaching Assistants, Teaching Experience

This memo outlines the major features for a department-based program designed for the orientation and preparation of the apprentice college teacher. Guides for a training program include support and involvement by the department; the training program emphasizing preservice orientation, in-service training, and supervision; evaluating a department-based training program; and institutional support. A six-item bibliography is included. (MJM)

ED 082 591 HE 004 529
Miller, Jerry W.

Organizational Structure of Nongovernmental Postsecondary Accreditation: Relationship to Uses of Accreditation.

National Commission on Accrediting, Washington, D.C.

Pub Date 73

Note—238p.

Available from—National Commission on Accrediting, Suite 760, 1 Dupont Circle, N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Standards, *Accreditation (Institutions), *Certification, *Higher Education, *Organization, *Standards

Accepting the premise that nongovernmental accreditation is preferable to government accrediting, this study sought to identify changes which need to be made in the organization of nongovernmental accreditation in order that it can continue to be a socially useful enterprise. Through the use of the Delphi procedure, approximately 100 persons interacted to establish a list of functions that nongovernmental accreditation should serve or seek to serve and a statement of principles that should characterize its organization. The following recommendations and observations were reached as a result of this study: (1) Accrediting agencies should more clearly, specifically, and forthrightly state their purposes for accrediting; (2) Institutions and accrediting agencies should move deliberately, but swiftly, to establish a national body to coordinate, monitor, and supervise accreditation of postsecondary education; (3) Nongovernmental accreditation should engage in two practices to enhance its credibility: (a) make increasing use of independently appointed public representatives, and (b) utilize a public hearing approach to the development of major policies and standards, and (4) Accrediting agencies should increasingly involve related professions in the membership of both their policy- and decisionmaking bodies and visiting teams. (Author/PG)

ED 082 592 HE 004 553
Fact Book 1971-72: Alabama Institutions of Higher Education Universities and Colleges.

Alabama State Commission on Higher Education, Montgomery.

Pub Date May 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Deans, *College Faculty, College Students, *Degrees (Titles), *Enrollment Trends, *Higher Education, *Institutional Research, Statistical Data

Identifiers—*Alabama
This factbook provides four major categories of data concerning Alabama colleges and universities: institutional characteristics, student enrollments, degrees and other formal awards, and numbers of deans and faculty. All data are divided into three parts. Part one presents state, southeast, and national data. Summary data for all state institutions are reviewed in part two and institutional summaries are presented in part three. A 7-item bibliography and appendix of related material are included. (MJM)

ED 082 593 HE 004 573
A Study of Undergraduate Admissions to Alabama Colleges and Universities, 1971-72.

Alabama State Commission on Higher Education, Montgomery.

Pub Date Aug 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission (School), *Admission Criteria, *Educational Policy, *Enrollment Trends, *Higher Education, School Surveys, Undergraduate Study

Identifiers—*Alabama
This study examines the undergraduate admission process at Alabama colleges and universities. A questionnaire mailed to officials directing admissions at the 54 public and private colleges and universities in Alabama was constructed to determine the minimum requirements for undergraduate admission; routine extra-credential considerations; the numbers and kinds of applicants and the trends in the numbers of applicants; the extent of high school visitations by institutional representatives; and transfer credit policies. Conclusions are categorized into junior institutions, senior institutions, public institutions, private institutions, and freshman vs. transfer admissions. The survey instrument is presented in the appendix. (MJM)

ED 082 594 HE 004 574

A Special Report: The Estimated Impact of the Basic Educational Opportunity Grant Program on Student Financial Aid at Alabama Colleges and Universities, 1972-73.

Alabama State Commission on Higher Education, Montgomery.

Pub Date Nov 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Educational Finance, Financial Needs, *Financial Support, *Higher Education, *Student Loan Programs, *Student Needs

Identifiers—Alabama, *Basic Opportunity Grants Program

This report anticipates the potential effect upon the financial aid needs of students currently enrolled in Alabama colleges and universities of the Basic Educational Opportunity Program (BOG). The impact of the BOG program on student financial needs at seven types of institutions under current (1972-73) conditions of costs, enrollments, student financial needs, and student financial aid resources is reviewed. A summarization of the estimated impact suggests that a fully funded or partially funded BOG program would reduce the estimated financial needs at Alabama colleges and universities to \$27.71 million and the unmet financial needs to an estimated \$4.08 million. A partially but sufficiently funded BOG program, making a major proportion of the grant amounts anticipated in the program, would reduce estimated financial needs in the state to \$35.17 million and the unmet financial needs to an estimated \$16.65 million. (Author/MJM)

ED 082 595 HE 004 590
McMahon, W. W. Wagner, A. P.

A Study of the College Investment Decision: Project Report I. ACT Research Report, No. 59.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Report No.—ACT-RR-59

Pub Date Jul 73

Note—44p.

Available from—Publication and Information Services Division, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Colleges, Educational Economics, *Educational Finance, Expenditure Per Student, *Higher Education, Income, *Investment, Research Projects, *Universities

This report provides financial aid administrators and other interested researchers with an overview and the rationale of the College Investment Decision Study while also placing it in perspective in relation to the objectives and orientations of other recent major microeconomic surveys. A brief description is given of each of the six other surveys, and key characteristics of the respondents in all surveys are compared to the relevant characteristics of the U.S. population as given by the U.S. Census data. Comparisons are presented for family income, race, parents' educational level, sex, and type of institution attended. (Author)

ED 082 596 HE 004 591
Morris, Jeffrey

Educational Training and Careers of Ph.D. Holders. Academic Training and Occupational Mobility: Ph.D.'s Often Find Other Scientific Fields Greener. Final Report.

Washington Univ., Seattle.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No.—BR-2-0632

Pub Date 27 Jul 73

Grant—OEG-0-72-4671

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Doctoral Degrees, *Educational Background, Graduate Study, *Higher Education, *Occupational Mobility, Research Projects, Skill Development, Specialization, *Transfer of Training, Undergraduate Study

The occupational transferability of skills learned in school and on the job has been studied very little. This paper reports some estimates of the monetary trade-off between specialization and occupational flexibility in the Ph.D.'s choice of major at undergraduate and graduate school. These estimates are based for the most part on multiple regression analysis of educational background and career data for a sample of 30,000 Ph.D.'s in the sciences. These data indicate that Ph.D.'s whose education is more occupationally specific, because they took the same field as an undergraduate major as that in which they earned their Ph.D., have career mobility that is 10% lower than those Ph.D.'s whose education

was less specialized. In addition, when a specialist moves out of her Ph.D. occupation she receives a salary increment for the occupational switch that is about \$800 less than the non-specialist's. On the other hand, specialists who remain employed in their Ph.D. field earn a return of about \$80 per year on the extra skill they acquired in their Ph.D. specialty by taking the same field as an undergraduate major. (Author)

ED 082 597 24 **HE 004 592**

Wish, John R.

Student-Faculty-Resident Planned Field Research for College Students. Final Report. Oregon Univ., Eugene.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No.—BR-8-I-090

Pub Date Jul 71

Grant—OEG-9-8-81090-0134(010)

Note—108p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Students, *Consumer Economics, *Educational Programs, *Faculty, *Field Experience Programs, *Higher Education, *Interdisciplinary Approach, *Low Income Groups, *Pilot Projects, *Student Teacher Relationship

This document reports a four-year multidisciplinary pilot project in which students worked with low-income urban residents to investigate possible inequities in consumer prices and credit. This project integrated classroom learning and practical experience. During the first quarter of each school year, a core research study group was formed. Actual student participations were in the second and third quarters of each year, the second quarter being introductory; the third being full-time research. Students lived in center-city metropolitan areas during the third quarter and were in contact with the core group at least two days a week. Results indicate increased enrollments in the project and classes are now regularly listed in the University catalog. The project was concluded to be a desirable alternative and/or addition to classroom experience for some students. (Author/MJM)

ED 082 598 **HE 004 593**

Fuller, Bruce

Student Vote 1972: An Examination of Voting Patterns of Commuting Students.

California Univ. Student Lobby, Sacramento.

Pub Date Jul 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Commute Students, *Higher Education, *Political Issues, *Research Projects, *Resident Students, *Voting

Identifiers—Los Angeles, University of California
This study of the UCLA campus develops data which would provide an improved understanding of the differences in ways in which on- or near-campus students as opposed to commuting students tend to vote. Student voting information collected for this study pertained to the November 1972 general election. Data were collected by a questionnaire postcard. Results indicated that commuting students generally voted more liberally than those students living on or near campus. Data also revealed expected differences in voting patterns among those commuting students who live with their parents. This latter segment of the commuting student population apparently does not vote less liberally than the student population living on or near campus. (Author)

ED 082 599 **HE 004 594**

Francis, John Bruce Lewis, Steven

University Community Survey.

State Univ. of New York, Buffalo. Univ.

Research Office.

Pub Date 71

Note—96p.; Survey Research Center Project 0120

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Campus Planning, *College Students, *Community Attitudes, *Higher Education, *Institutional Research, *Research Projects, *Student Attitudes, *Teacher Attitudes, *Universities

This report is of an omnibus survey of campus attitudes conducted by the Survey Research Center (SRC) of the State University of New York at Buffalo. Its primary purpose was to pro-

vide accurate information as a basis for effective decisions by institutional policy makers. A random sample of 326 students, 98 faculty, and 95 staff participated in the project which was directed by Dr. John Bruce Francis of SRC. Respondents answered a combination of both "closed" and "open-ended" questions on current campus issues such as the presence of ROTC, drug use, intercollegiate football, evaluation, campus protest, minority issues, health service, and governance. Results indicated that despite a then-current stereotype, the campus community was not a hotbed of radical dissent and permissive attitudes. Indications of this were that a majority of those polled disagree with the use of extreme protest tactics, favor a "tough" stance against the use and distribution of hard drugs, favor joint evaluation of course work by teacher and student rather than evaluation by the student alone, and feel that the University should make special efforts to improve its relations with the community. (Statistical tables may be illegible.) (Author)

ED 082 600 **HE 004 596**

Miller, Ronald H.

Planning and the "Measurable Objective."

Educational Facilities Labs., Inc., New York,

N.Y.; Society for Coll. and Univ. Planning,

New York, N.Y.

Pub Date Jun 73

Note—3p.

Journal Cit.—Planning for Higher Education; v2

n3:4/5 Jun 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, *Educational Objectives, *Educational Planning, *Higher Education, *Management, *Master Plans

Identifiers—*Gallaudet College

Accountability is being required of all America's institutions of higher education. Gallaudet College, an institution for the deaf in Washington, D.C., feels it has found a solution to the accountability problem in the use of "measurable objectives" in its program planning. The first phase from January 1 through June 30, 1972 of Gallaudet's program planning produced three and ten-year projections or program plans by all college units, based on then-current mission statements and program assumptions. A critical path method (CPM) network was developed for this first phase and reviewed with unit administrators, with chairmen of instructional departments, with student representatives, and with a group of eight outside consultants. The second phase of Gallaudet's master-plan development involved an emphasis on three objectives: the expression of goals in measurable terms, management based on program plans expressed in measurable objectives, and computer simulation to aid in administrative decisionmaking. Gallaudet is employing the PLANTRAN II computer program in its current effort to develop long-range budget projections for each department. One element attributed to the success of Gallaudet's new planning effort is an institutional commitment to provide the necessary funds and manpower so that the master plan can be continually updated on an annual basis. (Author/PG)

ED 082 601 **HE 004 597**

Striner, Erma B.

College Housing and Community Design.

Educational Facilities Labs., Inc., New York,

N.Y.; Society for Coll. and Univ. Planning,

New York, N.Y.

Pub Date Jun 73

Note—4p.

Journal Cit.—Planning for Higher Education;

v2:2/5 n3 Jun 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Campus Planning, *College Housing, *Design Needs, *Dormitories, *Facility Requirements, *Higher Education, *Residential Schools, *Student Opinion

Student rejection of traditional campus residence halls in favor of apartment-style living has left colleges and universities with a variety of problems. Research into student preferences has produced some basic requirements: privacy, interaction, territory, security, safety, a sense of identity, a sense of belonging, and a sense of responsibility for the environment. These requirements have led to changes in the physical design of new residential buildings and to major renovations of existing dormitories. Some changes in-

clude space for spontaneous activities, space of pedestrians and cyclists, and good accessibility of services. Concern has been shown for the number of housing units in each campus neighborhood, the number of students per unit, and the number of people per acre. Building entrances should be oriented to the campus center wherever possible. In renovation projects, care should be taken to preserve the character of the original design. Examples of residence hall innovations are presented including those of Bowie State College, Lawrence University, University of Denver, Salem State College, Massachusetts Institute of Technology, and California State College at Humboldt. (Author/PG)

ED 082 602

HE 004 598

Morisseau, James J.

Recycled Space and Found Space.

Educational Facilities Labs., Inc., New York,

N.Y.; Society for Coll. and Univ. Planning,

New York, N.Y.

Pub Date Jun 73

Note—4p.

Journal Cit.—Planning for Higher Education; v2

n3:4/5 Jun 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Building Plans, *Campus Planning, *College Planning, *Conference Reports, *Higher Education, *School Expansion, *School Space, *Space Utilization

This paper, based on a Society for College and University Planning conference, outlines some of the alternatives and procedures for effective utilization, modernization, and renovation of existing space at institutions of higher education. Various options to alleviate the need for new campus construction are presented with examples of implementation. (MJM)

ED 082 603

HE 004 600

Rosen, David And Others

Open Admissions: The Promise & The Lie of Open Access to American Higher Education.

Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr. Student Committee.

Pub Date 73

Note—176p.

Available from—The Nebraska Curriculum Development Center, Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Standards, *Admission Criteria, *Educational Opportunities, *Educational Programs, *Essays, *Higher Education, *Open Enrollment

Identifiers—California, City University of New York, Nebraska

Essays on access to the State higher education systems of Nebraska and California and an extensive case study of the open admissions program at the City University of New York are presented. The document indicates the right to a free higher education of a student's choice, criticizes the institutions that allegedly provide open admissions, and through critical examination of current programs, points the way to a usable radical plan for open admissions. (MJM)

ED 082 604

HE 004 601

Toombs, William

The Comm-Bacc Study: Postbaccalaureate Activities of Degree Recipients from Pennsylvania Institutions 1971-1972.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Aug 73

Note—105p.; Center for the Study of Higher Education Report No. 23

Available from—Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania, 16902

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Graduates, *Employment Patterns, *Employment Projections, *Graduate Surveys, *Higher Education, *Job Satisfaction, *Migration Patterns, *Occupational Surveys, *Research Projects, *Statistical Data

Identifiers—*Pennsylvania

This report, Comm-Bacc, examines the activity of graduates who received the baccalaureate degree in the academic year 1971-72 from the collegiate institutions of Pennsylvania. The focus concerned the condition of employment and nonemployment that existed in the late summer

and early fall of 1972. Data were collected from the placement office at each institution. Major conclusions were: (1) the number of graduates still seeking jobs in the late summer and early fall of 1972 was high: 1 out of 5 in the total group and up to 30% in some fields; (2) a large proportion of those with nonprofessional preparation who found employment were in occupations identified as remote to the college major; (3) Pennsylvania benefits from its own investment in higher education; (4) women graduates are not retiring from either the labor force or the learning force but are continuing their public careers; (5) there is no evidence (1972) of an oversupply of educated persons in the fields of engineering or education; and (6) graduate school attendance is below the level one might anticipate from national data. Appendices include statistical data and institution report forms. (MJM)

ED 082 605 HE 004 602

Summary Report 1972 Doctorate Recipients from United States Universities.

National Academy of Sciences-National Research Council, Washington, D.C. Office of Scientific Personnel.

Report No.—OSP-MS-7

Pub Date May 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Doctoral Degrees, *Doctoral Programs, Educational Research, *Graduate Study, *Graduate Surveys, *Higher Education, School Surveys, Statistical Data

This report presents a brief summary of data gathered from the Survey of Earned Doctorates during fiscal year 1972. The Survey is conducted annually by the National Research Council. Questionnaire forms, distributed with the cooperation of the Graduate Deans, are filled out by the graduates as they completed all requirements for their doctoral degree. The data in this report refer to doctorates earned during the period July 1, 1971 to June 30, 1972. The survey form is included. (Author/MJM)

ED 082 606 HE 004 603

Student Flow Summer and Fall Terms 1972: Alabama Institutions of Higher Education Universities and Colleges.

Alabama State Commission on Higher Education, Montgomery.

Pub Date Mar 73

Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Students, Enrollment Trends, *Higher Education, Statistical Data, *Student Characteristics, *Student Distribution, *Student Mobility

Identifiers—*Alabama

This study reports preliminary data on student flow for Alabama colleges and universities, summer and fall terms, 1972. Data are presented for sources of entering freshmen, undergraduate transfer students, and graduate students. (MJM)

ED 082 607 HE 004 604

Bucklew, Neil S.

Students and Unions.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Jul 73

Note—26p.; Center for the Study of Higher Education Report No. 22

Available from—Center for the Study of Higher Education, 101 Rackley Building, The Pennsylvania State University, University Park, Pennsylvania 16802

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cocurricular Activities, *College Students, *Higher Education, *Industrial Relations, Models, Student Interests, Student Needs, *Student Unions

This paper analyzes the nature of the student activity in this century and analyzes or predicts the character this activity might take. Four patterns of student activity are reviewed: (1) student union pattern, (2) the special interest group/confrontation pattern, (3) the neo-governmental pattern, and (4) the independence pattern. Emphasis is placed on the labor relations model, a third form of the independence pattern. The pros and cons of applying the labor relation model to students are discussed; however, the model has not been subjected to the test of experience. (Author/MJM)

ED 082 608

Frather, Charles G., IV.

The USMA Experience and Tomorrow's US Army Officer.

Army War Coll., Carlisle Barracks, Pa.

Report No.—AD-761-066

Pub Date Mar 73

Note—70p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-761-066, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Armed Forces, *Curriculum Development, *Curriculum Evaluation, *Higher Education, Literature Reviews, *Military Schools, *Military Training

The basic question is how to better evaluate and provide a proper curriculum for the accomplishment of the mission of the United States Military Academy. The development of the complete curricula, called the USMA experience, was examined. Data was gathered using a literature search, and a study of Department of the Army and USMA records. The review indicated that no formula for devising the curriculum had been used, but that it was gradually developed based on the judgment of the USMA leaders and influential national officials concerned. It was noted that the capabilities of automatic data processing equipment could be used to form a data base for graduate evaluation and thereby provide trends and relationships to the USMA experience from which decisions on the curriculum and policies could be made. A program using product appraisal studies was recommended. (Author)

ED 082 609

Graduate Student Support and Manpower

Resources in Graduate Science Education.

National Science Foundation, Washington, D.C.

Report No.—NSF-73-304

Pub Date Mar 73

Note—103p.; Surveys of Science Resources Series

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 3800-00145, \$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Enrollment Influences, *Enrollment Trends, *Graduate Study, *Higher Education, Research Projects, *Science Education, *Student Characteristics

This study reports the characteristics of the graduate science student population as well as of science faculty and post doctoral appointees, and examines trends of certain key factors over a three-year period. Information was analyzed from 2,990 doctoral science departments reporting for 1971 and was machine matched with similar data reported for 1969 and 1970 by the same departments. Results indicated: (1) graduate science enrollments in doctoral departments applying for National Science Foundation traineeships declined 3% from 1970 to 1971; (2) both full- and part-time enrollment dropped during 1970-1971; (3) the most substantial change in the graduate enrollment picture occurred in the number of students enrolled for the first time; (4) graduate enrollment of foreign students was down 2% in 1971 after increasing 5% in 1970; (5) the enrollment dropped off of nearly 2% in full-time graduate science students is attributable to a 10% decline in the number supported by fellowships or traineeships; (6) research assistantships and teaching assistantships declined 4% and 1% respectively; (7) the number of federally supported full-time students declined from 1970-71; and (8) science faculty and postdoctorals associated with doctorate departments were increasing. (Author/MJM)

ED 082 610

Weiss, Carol H.

The Consequences of the Study of Federal Student Loan Programs: A Case Study in the Utilization of Social Research.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—Office of Naval Research, Washington, D. C. Group Psychology Branch.

Report No.—NOO-14-67A-0108-0006; NR-170-174

Pub Date Oct 70

Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

HE 004 605

Descriptors—Case Studies, *Educational Finance, *Federal Aid, *Financial Support, *Higher Education, Social Sciences, Student Costs, *Student Loan Programs

This report traces the consequences of a study of federal student loan programs. The first chapter outlines the events that led up to the Loan Study, the nature of the questions posed, and government preparations for letting a contract for the study. Chapter 2 describes the conduct of the Loan Study: the development of a proposal, the beginning of study activities, and the pursuit of two tracks of investigation. Chapter 3 traces the decisionmaking on the future of loan programs. The fourth chapter identifies factors that facilitated and constrained utilization of the Loan Study. Appendices include related data. (MJM)

ED 082 611

Third Annual Report of the Educational Opportunity Fund 1971-1973.

New Jersey State Dept. of Higher Education, Trenton.

Pub Date 1 Mar 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, College Students, *Disadvantaged Groups, *Educational Finance, Financial Support, *Grants, *Higher Education, State Aid, *Student Characteristics

Identifiers—*Educational Opportunity Fund, New Jersey

The 1971-72 annual report of the Educational Opportunity Fund provide information about E.O.F. students who are enrolled in the program at 48 institutions of higher education in New Jersey. The report reveals that the program continues to progress at a satisfactory level and the major objectives established by the New Jersey legislature are being obtained to a significant degree. Appendices include statistical data on enrollment distribution, funds, and expenditures. (Author/MJM)

ED 082 612

Clements, William H.

Cannons to Sheepskins: Characteristics of War Veteran Students.

Wisconsin Univ., Stevens Point. Office of Institutional Research.

Report No.—UW-SP-47

Pub Date 16 Aug 73

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Educational Objectives, *Enrollment Trends, *Higher Education, Institutional Research, Research Projects, *Student Characteristics, *Veterans

Identifiers—University of Wisconsin Stevens Point

This document identifies characteristics of war veterans enrolled at the University of Wisconsin, Stevens Point campus. Data obtained from enrollments, geographic origins, age, marital status, class, teaching intent, high school rank, ACT (American College Testing) scores, and college of study. Characteristics of the veterans suggest most came from out of the state. More than half are married. Only about 17% of those responding to the question of teaching intent do plan to become teachers. Statistical data are included. (MJM)

ED 082 613

Tinsley, Adrian Ruben, Elaine

Academic Women, Sex Discrimination, and the Law: An Action Handbook.

Modern Language Association of America, New York, N. Y. Commission on the Status of Women.

Pub Date Jan 73

Note—22p.; Revised edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission (School), Educational Legislation, *Employment Opportunities, Equal Opportunities (Jobs), *Females, Grievance Procedures, *Higher Education, *Legal Problems, *Sex Discrimination

This pamphlet gives an overview of the legal resources currently available to academic women, both for individuals who have experienced discrimination and for groups organizing to deal with patterns of discrimination in educational institutions. The law is discussed in relation to discrimination in employment and admissions. Emphasis is placed on the Civil Rights Act of 1964, the Equal Pay Act of 1963, Constitutional

HE 004 614

Law, State Law, the Higher Education Act of 1972, the Public Health Service Act, and the Equal Rights Amendment. Grievance procedures and the process of finding a lawyer are discussed regarding implementation of the law. The Executive Order, issued by President Johnson in 1965, and nepotism rules and practices are highlighted. A bibliography is included. (MJM)

ED 082 614

HE 004 619

Sells, Lucy W.

Sex Differences in Graduate School Survival.

Pub Date 28 Aug 73

Note—15p.; Paper presented at the annual meetings of the American Sociological Association, New York, August 28, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Dropout Research, *Failure Factors, *Graduate Study, *Higher Education, Research Projects, *Sex Differences, *Success Factors, Teacher Attitudes

This document reports on recent trends in graduate school survival. Data were obtained from a national study of 1950-1953 post-master's students; a recent pilot project in attrition conducted at the University of California, Berkeley; and on trend data in doctoral attrition provided by the Graduate Division at Berkeley. Emphasis is placed on the sex differences in the trends, particularly concerning the processes which operate to drive men as well as women out of graduate school. Some concrete ways in which graduate students can take charge of their own autonomy to become apprentices, and ultimately colleagues are suggested. (Author/MJM)

ED 082 615

HE 004 620

Service-Learning in the South. Higher Education and Public Service 1967-1972.

Southern Regional Education Board, Atlanta, Ga. Spons. Agency—Economic Development Administration (DOC), Washington, D.C.

Pub Date 73

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Anthologies, Educational Programs, Evaluation, *Field Experience Programs, *Higher Education, *Internship Programs, *Social Problems, Student Experience, *Undergraduate Study

The Southern Regional Education Board (SREB) has been operating a program of service-learning in resource development for student interns, public service agencies, and institutions of higher education since 1967. The objectives of the program are: (1) to give manpower assistance to agencies concerned with economic and social development; (2) to provide opportunities for students to participate in the solution of social and economic problems; and (3) to encourage students to consider careers in development programs and public service. This publication is an anthology of articles written by those who first helped to start the service-learning programs and is divided into three sections. Section I deals with the development of the service-learning concept, section II with translation of the concept into a variety of settings, and section III with attempts at evaluating both the concept and practice. A major result of this program has been the emergence of a philosophy that can apply to the broader development of off-campus experiences for students by providing students with opportunities to combine social and economic internships with their college programs. (Author/PG)

ED 082 616

HE 004 621

Fidler, Paul P. Still, Julianne

Probable Major Field of Study of Entering Freshmen at the University of South Carolina for 1968, 1970 and 1972.

South Carolina Univ., Columbia. Div. of Student Affairs.

Report No.—Res-Notes-17-73

Pub Date 8 Aug 73

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *College Majors, *Educational Objectives, *Higher Education, Research Projects, Student Attitudes, *Units of Study (Subject Fields)

Identifiers—*University of South Carolina
During orientation programs conducted during the years 1967-72, a questionnaire prepared by the American Council on Education was administered to incoming freshmen at the University

of South Carolina and over 300 other institutions of higher education. This report is a comparative analysis of the probable major fields of study of freshmen in regard to three of the above-mentioned years at the University of South Carolina and the national norms of the other participating universities. Results indicated the percentage of entering freshmen with indicating intentions to major in pre-professional areas and the social and behavioral sciences is increasing, while there appears to be a decreasing percentage of freshmen planning to major in engineering and business administration. The prospective major of most male freshmen is in business or professional areas, while the majority of women are planning to major in non-M.D. health professions, education, arts and letters, or social and behavioral sciences. Increasing percentages of entering U.S.C. freshmen are, however, undecided in their choice of a prospective major. (MJM)

ED 082 617

HE 004 622

Dutton, Jeffrey E. Jenkins, Martin D.
The Urban Involvement of Colleges and Universities. Report, Higher Education Panel, American Council on Education, Survey No. 15.

American Council on Education, Washington, D.C. Higher Education Panel.

Pub Date 24 Aug 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Higher Education, Research Projects, *School Community Programs, *School Community Relationship, *Urban Areas, *Urban Extension

This survey examined urban involvement of colleges and universities across the United States. A questionnaire was sent to 519 Higher Education panel member institutions, a 20% sample of the relevant population. Usable returns were received from 83.6% of the sample. Results indicated colleges and universities across the U.S. have been fairly active in urban affairs. These activities have not been free of the problems of financial support and size or location of the institution. Approximately 34% of these institutions had encountered major problems in trying to define what aspects of urban involvement were appropriate for their institution. The availability of competent staff and the lack of institutional incentives for faculty involvement also generated major problems at a large proportion of institutions. (Author/MJM)

ED 082 618

HE 004 623

Ross, Doris M.

1972 Legislation and Achievements: Governance and Administration. Research Brief No. 10.

Educational Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date Aug 73

Note—51p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Collection, *Educational Administration, *Educational Legislation, *Governance, *Higher Education, *State Legislation

This document reports individual State activities involving governance and administration of education. Data were collected from State departments of education, legislative service agencies, State school board associations and state offices of the National Education Association and the American Federation of Teachers. States are identified by the official two-letter postal abbreviations. Reporting States are listed alphabetically with legislative citations of identifying words used after each State abbreviation. Each description of legislation begins with an indication of the status of the legislation as of May 1973. Other activity descriptions include the name and address of a person to contact for additional information. (Author/MJM)

ED 082 619

HE 004 627

Voluntary Support of Education 1971-1972.

Council for Financial Aid to Education, New York, N.Y.

Spons. Agency—American Alumni Council, Washington, D.C.; National Association of Independent Schools, Boston, Mass.

Pub Date May 73

Note—124p.; Oversized document, actual page count 74

Available from—Council for Financial Aid to Education, 680 Fifth Avenue, New York, New York 10019 (\$6.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Economics, *Educational Finance, Financial Needs, *Financial Support, *Higher Education, *Private Financial Support, Statistical Data, Voluntary Agencies

This survey of voluntary giving to education emphasizes the national picture, the survey picture, and details of support by participating institutions. Highlights indicate: (1) The total voluntary support of the institutions of higher education in 1971-72 is estimated to have been \$2.020 billion, an increase of \$160 million; (2) all categories of colleges and universities reported increases in support in 1971-72 except private professional and specialized schools; (3) the overall gain in voluntary support of higher education was dominated by increased foundation support; (4) nearly two-thirds of the increase in voluntary support of education was designated for capital purposes, including endowments; (5) there was a slight decline in support received in the form of bequests, but deferred gifts rose 70% to a new record; and (6) the private secondary and elementary schools that took part in the survey reported 12.5% more voluntary support than was reported by such schools in 1970-71. (MJM)

ED 082 620

HE 004 628

Accreditation in Adult and Continuing Education Programs.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Colleges.

Pub Date 73

Note—53p.; Summary of the Standard Nine Study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accreditation (Institutions), *Adult Education, *Certification, Educational Objectives, Educational Programs, Extension Education, *Higher Education, Program Evaluation, *Resource Allocations

The purpose of this study was to determine the status of adult and continuing education and other nontraditional study programs of a public service nature that currently exist within the 560 colleges and university members of the Southern Association of Colleges and Schools, and to develop a new standard for evaluation and accreditation for use as a guideline by the member institutions in developing these types of programs. It may be concluded from the study that institutions of higher education in the southern region are aware of the need for public service programs, are interested in relating their expertise to contemporary societal needs, and are willing to become involved by developing new and innovative programs. However, based on the findings of this study, it is evident that, to date, the institutions have not fully accepted the challenge of public service, have not incorporated the necessary administrative units into their administrative organization with appropriate resource allocation, and have not given to adult, continuing, and extension education the appropriate status, equal to other components of the institutions, to insure and safeguard the quality of these programs. (Author/PG)

ED 082 621

HE 004 630

Enrollment in Florida's Institutions of Higher Learning. Fall 1972.

Florida Board of Regents, Tallahassee.

Pub Date Jul 73

Note—119p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annual Reports, *Educational Administration, *Educational Demand, Educational Supply, *Enrollment, *Higher Education, *Statewide Planning

Identifiers—*Florida

This document, published annually, reports general information as well as detailed data concerning both the public and the private segments of the higher education system of Florida. Various tables provide breakdowns of total, graduate, and first-time-in-college enrollment by State and county for each of the four types of schools (public universities, public community and junior colleges, private universities, and private colleges). Chapter I represents an attempt to familiarize the reader with the institutions from which data were gathered and with abbreviations utilized throughout the ensuing chapters. The remaining chapters deal with statewide college level enrollment. Chapter II provides an overall

picture of enrollment in the State of Florida, while Chapter III deals primarily with enrollment by individual institution. First-time-in-college enrollment receives attention in Chapter IV. Chapter V contains an in-depth look at graduate enrollment. Black and nonblack enrollment figures and percentages comprise the tables of Chapter VI. Recent trends and developments highlight the final chapter. (Author/PG)

ED 082 622 HE 004 638

An Excerpt from Faculty Collective Bargaining in Postsecondary Institutions: The Impact on the Campus and the State.

New England Board of Higher Education, Wellesley, Mass.

Pub Date May 72

Note—16p.; Paper presented at the 1972 annual meeting of the Education Commission of the States

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Arbitration, *Collective Bargaining, *Collective Negotiation, *Educational Administration, *Employer Employee Relationship, *Faculty, *Higher Education, *Institutional Role, *Teacher Welfare

Few, if any, categories of postsecondary educational institutions have escaped the impact of collective bargaining. On the one hand, bargained agreements may tend to set the pace in areas of salary and working conditions that must be met by any nonbargaining institution if they desire to be comparable or competitive. On the other hand, nonbargaining institutions may generate efforts to demonstrate that more can be attained by faculty without the necessity of collective bargaining. Taken altogether there is evidence of a clear intrusion of collective bargaining in the arena of postsecondary education more than sufficient to warrant serious attention and study. The advent of collective bargaining can lead to an imbalance of power, presumably on the side that initiated the process. If this should occur, it may be because those who receive the impact do not know how to react or are ill-equipped to do so. Yet the existence of a balance of power may represent the greater hope of the attainment of productive outcomes from the collective bargaining process. (Author/PG)

ED 082 623 HE 004 641

Altbach, Philip G.

Comparative Higher Education.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C.

Report No.—RR-5

Pub Date 73

Note—87p.

Available from—Publication Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, Bibliographies, *Comparative Education, *Educational Change, *Educational Planning, *Faculty, *Foreign Countries, *Governance, *Higher Education, *International Education, *Literature Reviews

This report reviews past and present literature relating to comparative higher education. Much of the literature relates to single nations, since cross-national studies have not been performed on a wide scale. The author emphasizes the need for such studies to be made now that sufficient data is generally available. The literature related to a number of areas of concern to higher education is reviewed, including such areas as planning, student activism, faculty, and governance. Higher education reform, a key issue of the 70s, is considered at length. In the final section, the author examines potential directions for future research. The paper includes an extensive bibliography as well as a list of journals that regularly feature articles about comparative higher education. (Author)

ED 082 624 HE 004 646

Can Postsecondary Education Adjust to a Changing Job Market? Issues in Higher Education, No. 5.

Southern Regional Education Board, Atlanta, Ga. Pub Date 73

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Graduates, *Employment Opportunities, *Higher Education, *Job Market, *Labor Market, *Manpower Utilization, *Post Secondary Education

A college degree is no longer the one-way ticket to success and fortune that it was considered in the past. This document deals with three specific aspects of adjustment of manpower production to demands for manpower: (1) What responses are being made by the academic community and by state governments to problems of changing demand for college-level manpower? (2) What types of manpower information are available to assist in rational educational planning? (3) What can educational institutions and agencies do to improve the adaptation of postsecondary education to the needs of society and of the individual? A mere statistical response to needs for information about manpower supply and demand provides no guarantee of operational application. Manpower projections, knowledge of new delivery systems, know-how in techniques for speeding up or improving the training of personnel in a given profession, development of barometers for reading early symptoms of change in anticipated manpower requirements are some ingredients of a comprehensive program in manpower and education. Leadership and informed judgment in application are needed to translate them into practice. (Author/MJM)

ED 082 625 HE 004 650

Hayden, Howard

Higher Education and Development in South-East Asia. Volume I, Director's Report.

International Association of Universities, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 67

Note—508p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Comparative Education, *Developing Nations, *Educational Development, *Educational History, *Educational Improvement, *Educational Innovation, *Foreign Countries, *Higher Education, *Social Development

Identifiers—Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, *Southeast Asia, Thailand, Viet Nam

This document reports a study of the role of institutions of higher education in the development of countries in South-East Asia covering Burma, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Viet-Nam. Emphasis is placed on the geographical, historical and social background; patterns of education within the region; higher education; education as a service and investment; economic problems and development planning in the region; characteristics of national economic development plans; the high-level manpower needs of development; social development and higher education; language policy and higher education; national development and qualitative implications for higher education; the structure and growth of post-secondary institutions; students, study and welfare; teachers, teaching and research; and regional co-operation and higher education. Major issues discussed include manpower, social and cultural projection of higher education, institutional patterns, students and studies, teachers and teaching, inter-regional co-operation, and a proposed South-East Asian Institute of Higher Education and Development. Appendices of related material and statistical data are included. Related documents are HE 004 651, HE 004 652, and HE 004 673. (MJM)

ED 082 626 HE 004 651

Hayden, Howard And Others

Higher Education and Development in South-East Asia. Volume II, Country Profiles.

International Association of Universities, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 67

Note—619p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Comparative Education, *Developing Nations, *Educational Development, *Educational Finance, *Educational Improvement,

Educational Innovation, *Foreign Countries, *Higher Education, *Social Development

Identifiers—Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, *Southeast Asia, Thailand, Viet Nam

This document, the second of three volumes concerned with the role of institutions of higher education in the development of countries in South-East Asia, presents country profiles for Burma, Thailand, Laos, Cambodia, Viet-Nam, Malaysia, Singapore, Indonesia, and the Philippines. The profile emphasizes background, higher education, educational development objectives and finance. The section on background covers land and people, the socio-economic situation, and the educational system. The section on higher education emphasizes structure, organization and administration, enrollment and graduation trends, the position in the main fields of study, students staffing, extension work, and study abroad. The educational development objectives and finance section discusses plan objectives for educational development and financing educational development. Statistical data are included. Related documents are HE 004 650, HE 004 652, and HE 004 673. (MJM)

ED 082 627 HE 004 652

Noss, Richard

Higher Education and Development in South-East Asia. Volume III, Part 2, Language Policy and Higher Education.

International Association of Universities, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 67

Note—217p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Comparative Education, *Developing Nations, *Educational Development, *Educational History, *Educational Improvement, *Educational Innovation, *Foreign Countries, *Higher Education, *Language Development, *Languages, *Social Development

Identifiers—Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, *Southeast Asia, Thailand, Viet Nam

This document, the second part of the third volume of a study concerned with the role of institutions of higher education in the development of countries in South-East Asia, discusses the problems aroused by language in the region. Chapters I-IV cover assumptions of the study, common problems of the region, current solutions, and future outlook. Chapters V-XII study the policy, the instruments of policy, ethnic groups and media instruction, language courses and their objectives, language-teaching resources, effects on non-language courses, and the effects on higher education in Burma, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Viet Nam, and the Thailand. Related documents are HE 004 673, HE 004 650, and HE 004 651. (MJM)

ED 082 628 HE 004 653

New Jersey: The Status of Women in Higher Education. A Survey by Committee W of the New Jersey State Conference of the American Association of University Professors.

American Association of Univ. Professors. New Jersey State Conference.

Pub Date Apr 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Administration, *Equal Opportunities (Jobs), *Females, *Higher Education, *Personnel Policy, *Sex Discrimination, *Surveys, *Teacher Welfare, *Women Professors, *Working Women

Identifiers—New Jersey

Committee W on the Status of Women in the Academic Profession of the New Jersey state conference of the American Association of University Professors, distributed a questionnaire to fifty public and private, four-year and two-year college and university presidents in New Jersey. The questionnaire was designed to gather information about the participation of women in higher education, including distribution among faculty ranks and administrative positions, participation on committees, and policies and practices specifically affecting these women (anti-nepotism and maternity leave policies, part-time

employment, and child care centers). The stated purpose of the study was to ascertain problem areas so that New Jersey institutions could voluntarily address themselves to those inequities. Conclusions include: (1) Women are disproportionately concentrated at the lower ranks. (2) At all ranks women are particularly underutilized at the four-year institutions. (3) Women are underutilized at upper administrative levels throughout the state. Part-time faculty should have equivalency of rank, salary, responsibility and access to tenure as full-time faculty. (5) Each college should evaluate its own committees to determine whether or not women are represented on committees in proportion to their responsibilities on the faculty. (6) Policies concerning nepotism and maternity leave should be written statements and not unwritten practices subjectively interpreted. Appendices include related tables. (Author/PG)

ED 082 629 HE 004 654

Fidler, Paul P. And Others

Analysis of Students Committing Major Discipline Offenses During the 10-Year Period 1963-1973 by State of Residence.

South Carolina Univ., Columbia. Div. of Student Affairs.

Pub Date 25 Sep 73

Note—8p. Research Notes No. 18-73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, Discipline, *Discipline Problems, *Higher Education, *Nonresident Students, Resident Students, *Student Behavior

Identifiers—*University of South Carolina

This analysis of major discipline offenses committed at the University of South Carolina during the 10-year period 1963-73 is examined by state of residency. The sample consists of the 346 students who appeared before the University Discipline Committee for major offenses and were not adjudged innocent. Results indicate: (1) out-of-state students have continued to commit major offenses in greater numbers than would be expected based on the percentage of these students in the total male undergraduate population; (2) out-of-state students from the Middle Atlantic States committed a greater number of major discipline offenses than those from the Southern states based on the relative percentage of all undergraduate male students enrolled at U.S.C. from these regions; (3) over half of both out-of-state and in-state offenders were freshmen; and (4) out-of-state offenders graduated almost twice as often in the lower half of their high school class as compared to their in-state counterparts. Recommendations suggest: (1) admission policies relating to out-of-state male students should be periodically reviewed; (2) the incidence of major discipline offenses by out-of-state students should be a matter of continued observation; and (3) state of residence should be considered a research variable in other student studies. (Author/MJM)

ED 082 630 HE 004 655

Welch, James A.

Report on In-Service Sessions of the Management Information Systems.

Institute for Services to Education, Washington, D.C.

Pub Date 73

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Higher Education, *Inservice Education, Institutes (Training Programs), *Institutional Research, *Management Information Systems, *Management Systems

As a follow-up to the 1972 Management Information Systems (MIS) Summer Training Institute held at Tennessee A & I State University, two in-service training sessions were held in Atlanta, Georgia, October 1972 and February 1973. This document highlights reports and presentations for the October and February sessions. Topics cover: introduction to management systems; management information requirements; evolving concepts of recruitment; admissions and records; developing and improving efficiency in higher education; generalized data management systems in the small college computer centers; institutional research; basic linkages and relations among college and university structures and personnel; cooperation within the institutions; and a systematic approach to proposal writing. (MJM)

ED 082 631

The Role of Colleges and Universities in Continuing Education of Practicing Physicians in Communities Geographically Isolated from a Medical Teaching Center.

Gannon Coll., Erie, Pa.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Div. of Physician Manpower.

Report No.—NIH-70-4209

Pub Date 73

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Educational Programs, *Higher Education, *Medical Education, *Physicians, *Professional Continuing Education, *Professional Personnel

This document contains a pilot planning program in continuing physician education conducted in the Erie, Pennsylvania metropolitan area through the cooperative activities of the Erie community of physicians and Gannon College. The research and analysis conducted in the planning program included the following components: (1) Analysis of all the available resources that a liberal arts college can contribute to an effective continuing education program for practicing physicians in a community geographically isolated from a medical teaching center. (2) Identification of other such areas where the conditions in the preceding component exist as potential recipients of the information developed in this contract. (3) Development of a demonstration program for isolated communities. (4) Development and evaluation of a short course in educational psychology and methods and techniques for hospital directors. (5) Planning an effective continuing education program for implementation of the above programs. Following the introduction concerning the crisis in continuing physician education, the contents contain the objectives and methodologies of the program, the by-laws of the Erie Postgraduate Medical Institute, identification of cooperative relationships with professional societies and a description of course in educational planning and administration for directors of medical education. (Author/PG)

ED 082 632

HE 004 658

Tollefson, Arthur L.

College Student Development in Evolution...With Special Focus on the Disadvantaged. Final Report.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Bureau No.—RO-20450

Pub Date Apr 73

Grant—OEG-0-72-4332

Note—156p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Students, *Disadvantaged Youth, Educational Programs, *Higher Education, *Program Descriptions, Program Evaluation, *Student Development

To identify effective new practices and trends in college student development, recent literature was reviewed and nominations of effective programs were solicited from over 1,100 leaders in related fields. More than 200 programs were identified. Approximately 60 programs distributed among almost 50 colleges and universities were found to contain promising approaches for meeting student developmental needs. These approaches clustered around four primary thrusts or emerging trends: (1) serving the educationally disadvantaged; (2) providing services that personalize higher education; (3) liberalizing the curriculum to meet developmental needs in addition to those that are vocational; and (4) restoring or recreating a sense of community within the institutions. Projection of these trends seems to suggest the probable emergence of a more democratic, less vocationally oriented concept of higher education, with student developmental needs receiving more attention. Consideration of utilization of individual new approaches led to the creation of a model of a complex institution of higher education. The model incorporates all four of the basic trends reflecting urgent student developmental needs and many of the specific exemplary programs. (Author/MJM)

ED 082 633

HE 004 659

A Basic Music Library for Schools Offering Undergraduate Degrees in Music.

National Association of Schools of Music, Washington, D.C.

Pub Date 67

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Higher Education, *Music, Music Education, Orchestras, *Special Libraries, *Undergraduate Study, Vocal Music This bibliography was designed as a guide for a music library in schools offering an undergraduate degree in music. Under the general topic of books are the following divisions: Appreciation, Anthologies, Bibliographies, Biography, Dictionaries and Encyclopedias, Discography, History, Music Education, and Theory. The second section includes twenty-five periodicals that would be desirable in a music library. Section three is divided into study scores, including: General, Keyboard, Vocal, Strings, Woodwinds, Woodwind Ensemble, Brass Ensemble, and Percussion. (Author)

ED 082 634

HE 004 660

Hooper, Mary Evans

Earned Degrees Conferred: 1970-71.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Report No.—DHEW-OE-73-11412

Pub Date 73

Note—789p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0121; \$7.00)

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—*Bachelors Degrees, College Majors, *Degrees (Titles), *Doctoral Degrees, *Higher Education, *Masters Degrees, Statistical Data, Units of Study (Subject Fields)

This report provides tabular data on baccalaureate and higher degrees. Data were obtained from the survey of "Degrees and other Formal Awards Conferred Between July 1, 1970 and June 30, 1971" conducted by the U.S. Office of Education. Highlights indicated: (1) More than 1.1 million degrees were conferred at the bachelor's and higher levels in 1970-71 by 1,644 institutions of higher education in the U.S. (2) Publicly controlled institutions awarded 65% of the degrees in 1970-71 and 1969-70, up from 63% in 1968-69. (3) In 1970-71, publicly controlled institutions awarded 66% of the bachelor's degrees, 43% of the first-professional degrees, 66% of the master's degrees, and 65% of the doctor's degrees. (4) Men received 59% of all degrees in 1970-71 and 60% in 1969-70. (5) The largest discipline divisions, in terms of degrees conferred: 54% of all bachelors degrees were in education, social sciences and business and management; 57% of all master's degrees were in education, business and management, and social sciences; and 45% of all doctor's degrees were in education, physical sciences, and social sciences. (6) Elementary education had the highest number of degrees at the bachelor's and master's level; law, at the first-professional level; and chemistry, at the doctor's level. (7) All institutions to which the survey instrument was sent responded to the request for data. (Author/MJM)

ED 082 635

HE 004 661

Creager, John A.

Selected Policies and Practices in Higher Education.

American Council on Education, Washington, D.C. Office of Research.

Report No.—ACE-RR-Vol-8-No-4

Pub Date Sep 73

Note—36p.

Available from—Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (Vol. 8, No. 4, \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Credits, Colleges, Counseling, Discipline, *Educational Policy, *Educational Practice, Effective Teaching, Field Experience Programs, *Higher Education, Questionnaires, *Research Projects, *School Surveys, Teacher Evaluation, Universities

The Institutional Survey of Selected Policies and Practices in Higher Education questionnaire was mailed out in the early spring of 1973 to the presidents of 755 institutions. Responses from the

669 usable returned questionnaires indicated: (1) The nation's colleges and universities have implemented many policies and practices designed to meet the needs of larger and more heterogeneous student bodies. (2) The extent to which different types of institutions have implemented particular policies and practices varies considerably. (3) Many institutions give either academic credit or advanced placement for external learning experiences. (4) About 65% of the institutions have some form of open admissions. (5) Students and guidance counselors would do well to note that many institutions favor admission on a first-come-first-serve basis. (6) Quota systems in admissions are relatively rare. (7) Nearly all institutions report that students evaluate teaching effectiveness. (8) Over three-fourths of the institutions exert some control over student publications. (9) A similar proportion have some procedure for the discipline of students by students. (10) Many institutions provide counseling and guidance about sexual matters and drug usage. The appendices include the questionnaire form. (Author/MJM)

ED 082 636

HE 004 662

Sells, Lucy W.

Preliminary Report on the Status of Graduate Women: University of California, Berkeley.

Graduate Assembly of the Univ. of California, Berkeley.

Pub Date 30 Mar 73

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *Doctoral Programs, Dropouts, Enrollment, Equal Opportunities (Jobs), *Females, Feminism, *Graduate Study, *Higher Education, Mathematics, *Sex Discrimination

Identifiers—*University of California (Berkeley)

This report provides data on doctoral production and attrition at The University of California at Berkeley and also nationwide to provide a baseline for comparison of progress or regression. It was designed to contribute to the identification of those aspects of graduate life that need affirmative action in order to bring the proportion of intellectually qualified women earning doctorates into parity with that of intellectually qualified men. The report is divided into six sections: presentation of nationwide, university wide, and Berkeley data concerning women in graduate school; Berkeley enrollment and degree figures for women; national doctoral production data for women; dropout data for women; affirmative action materials; and data on two pilot studies of high school mathematics preparation concerning the correlation of mathematics success for women with later academic success; and the implications of undergraduate major choice for women. (Author/PG)

ED 082 637

HE 004 663

Elyutin, V. P. And Others

All-Union Meeting of Educators.

Joint Publications Research Service, Washington, D.C.

Pub Date 9 May 73

Note—26p.; Speeches presented by Russian educators at a meeting held in Moscow, 1973

Available from—National Technical Information Service, Springfield, Va. 22151 (JPRS 58965, MF \$1.45, HC \$3.00)

Journal Cit.—Meditsinskaya Gazeta (USSR); 26 p3-26 Jan 1973

Document Not Available from EDRS.

Descriptors—*Conference Reports, *Educational Development, *Educational Improvement, *Higher Education, *International Education, Internship Programs, School Personnel, Speeches

Identifiers—*USSR

This report contains a series of speeches by educators at a meeting held in 1973 in Moscow. The agenda dealt with improvements within the system of higher educational institutions. Presentations concern horizons of the higher school, achievements and prospects of higher education, science and the university, internship as an effective form of preparation of physicians, the creative potential of the institute, higher school personnel, education and rearing—the concern of all departments, the preservation and increase of traditions, and the international duty of higher education. (NTIS/MJM)

ED 082 638

HE 004 664

Hendel, Darwin D.

College of Liberal Arts Grades for Students Enrolled in the Martin Luther King Program at the University of Minnesota: Fall Quarter, 1970, through Summer Session II, 1972.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date Jun 73

Note—22p.; University of Minnesota Office for Student Affairs Research Bulletin; vol. 13 no. 11 June 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Academic Records, Grade Point Average, *Grades (Scholastic), Grading, *Higher Education, *Minority Groups, Student Characteristics, *Student Evaluation

Identifiers—*Martin Luther King Program, University of Minnesota

Previous reports from the office for student affairs at the University of Minnesota have contained a review of the literature on programs for high risk students, a description of the overall progress of students in the Martin Luther King (MLK) program, and a description of MLK students' academic records. The present report continues this series and focuses on the courses MLK students have taken in the college of liberal arts (CLA) from the fall 1970 through the summer 1972. The purposes of the report are the following: (1) to describe the academic records of MLK students in CLA courses, and (2) to compare CLA grade point averages for various subgroups of students. These analyses were based on transcripts of 650 MLK students. A total of 1,015 different CLA courses were taken by the MLK students during that period of time. However, 104 of the courses had more than 10 MLK students registered during the period; of the courses, mean course grade point was "C" or higher in over 94% of the courses. The analysis of individual grade point averages across courses did not yield any significant subgroup (college of entrance, year of entrance, status at entrance, ethnic group, sex, age at entrance) differences. (Author/PG)

ED 082 639

HE 004 665

Nutt, Roberta L. Sedlacek, William E.

Freshman Sexual Attitudes and Behavior.

Maryland Univ., College Park. Counseling Center.

Report No—RR-7.73

Pub Date 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Freshmen, *Higher Education, *Sexuality, Social Behavior, *Student Attitudes, Student Behavior, *Student Characteristics, *Student Personnel Work, Students, Surveys

At the University of Maryland, 758 randomly selected incoming freshman students were administered an anonymous poll regarding their sexual attitudes and behavior. Results showed that the Maryland freshman generally resembled other U.S. college students in their sexual experience. Approximately half (52%) of males, 46% of females) reported that they had had intercourse. Most students believed in sexual intercourse before marriage (77% of males and 69% of females) but most (44%) felt it appropriate only with someone with whom they were deeply involved emotionally. Students who had had intercourse tended to be older, more likely to know someone who had had an abortion, more likely to know homosexuals and less likely to feel that homosexuals need psychological or medical help than are sexually inexperienced students. Results of the factor analysis showed that sexual attitudes and behavior appear to be relatively independent dimensions that should be studied and discussed separately. Overall this study shows less of a gap between attitudes and behavior than in past studies. This is an important point for those working with students since many student programs on many topics tended to be "remedial" in nature. That is, they attempt to bring perceptions and reality in line. If there is not a disparity, the roles of student personnel workers must change. Suggested roles are discussed. (Author)

ED 082 640

HE 004 666

Lewis, Joan A. Sedlacek, William E.

A Comparison of University Residence Halls.

Maryland Univ., College Park. Counseling Center.

Report No—RR-8.73

Pub Date 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Housing, *Dormitories, *Females, *Freshmen, *Higher Education, *Males, *Student Behavior, Students

Identifiers—*University of Maryland

New freshmen living in dorms during the academic year 1971-72 were compared on several dimensions, depending on the type of dorm in which they lived, in three ways: (1) coed students vs. students in all male or all female dorms; (2) students in high-rise dorms vs. those in low-rise dorms; and (3) students in unlimited visitation hours dorms vs. those in dorms with limited visitation hours. They were compared on the following dimensions: (1) academic achievements, (2) attrition from the university, (3) University Student Census responses, (4) cost of physical damage to buildings; and (5) number of reported incidents such as theft, vandalism, and disturbances. No significant differences were found among residents in the different types of dorms on academic achievement or attrition. Some scattered differences were found on responses to the census. Coed and male dorms reported generally more building damage and incidents than female dorms. High-rise dorms generally reported more damages and incidents than low-rise dorms. Limited visitation hours dorms reported less incidents overall than unlimited visitation hours dorms, but reported higher damage costs than the unlimited hours dorms. This study suggests that type of housing is not a key element in the lives of most students. (Author)

ED 082 641

HE 004 667

Marland, S. P., Jr.

Beyond the Meeting Post.

Pub Date 73

Note—13p.; Speech presented at Bishop College's Annual Summer Baccalaureate and Commencement Convocation (92nd, Dallas, Texas, August 5, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, *Federal Aid, *Higher Education, Institutional Role, *Minority Groups, *Negro Education, *Negro Institutions, Relevance (Education), Speeches

This speech, given at the commencement convocation at Bishop's College concerns black institutions and the black renaissance in America. Following brief opening remarks the author elaborates on the black experience in America, and the attempts of higher education institutions to assimilate blacks into the "white" society in the past. Minority education repudiates this attempted assimilation and strives to preserve the richness, pride, inventiveness, joy, and intensity of feeling of the black race. The author touches on Title III of the Higher Education Act of 1965, Aid to Developing Colleges, and its importance in helping build black institutions into the fine institutions they represent today. The author then concludes with a plea for the graduates to choose education as a career, especially career education, special education, and preschool education, where the country needs able specialists. (PG)

ED 082 642

HE 004 668

Gunnell, James B. And Others

A Program to Increase Educational Research Awareness Among Undergraduate Students in Predominantly Black Institutions. Final Report.

Florida Agricultural and Mechanical Univ., Tallahassee.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0644

Pub Date May 73

Grant—OEG-0-71-4422(520)

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, *Educational Research, *Higher Education, *Institutes (Training Programs), Negro Colleges, *Negro Education, Negro Institutions, *Training Objectives, Undergraduate Study

The purpose of this six-week training institute was to orient selected black students to the nature and general procedures related to the methodology of educational research. The prima-

ry objectives of the program are as follows: (1) to enable the students to identify pertinent educational problems and to formulate appropriate questions for research and policy decisions; (2) to acquaint the students with the general statistical procedures used in analyzing the nature or problems involved in the educational process; (3) to provide an opportunity for undergraduate students to actually participate in the conceptualization, development and evaluation of an educational research project; and (4) to identify qualified black students who are interested in pursuing graduate studies in educational development or in other related areas. It is apparent from the findings that in spite of their limited resources, black colleges are capable of providing adequate educational research experiences at the undergraduate level. Based on the findings and the conclusions of this report the following recommendations are made: (1) The federal government should continue to fund the research institute on an annual basis. (2) The research institute should be expanded to include: (a) multiple institutes operating simultaneously at different locations or colleges; and (b) the Academic Year Research Methodology Institute. Appendices include the institute staff and description of the site. (For related document, see ED 068 076.) (Author)

ED 082 643 HE 004 669

The State Articulation Coordinating Committee Interpretations and Annotations of the Articulation Agreement Between the State Universities and the Public Community Junior Colleges of Florida, September, 1971 to April, 1973.

Florida State Dept. of Education, Tallahassee. Pub Date 30 Jun 73

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Program), Community Colleges, *Higher Education, *Junior Colleges, Statewide Planning, *Transfer Policy, Transfers, Undergraduate Study, *Upper Division Colleges

During the six-year period from 1963 to 1969, the number of community college students transferring to upper division study in the state university system of Florida increased from 1,933 to 6,694. In the near future it is likely that more than half of the students enrolled in the upper division of the state universities will have a community college origin. This changing student mix at the upper division level of state universities has intensified problems of articulation that remain unsolved. This document provides an annotation of the articulation agreement of 1971 that provides a basic framework within which students who complete programs under specified conditions are assured of the acceptance of their work as they transfer to state universities in Florida. The contents include: definition of the associate of arts degree; responsibility for general education requirements; pre-professional course responsibility; admission to upper division programs that are competitive due to space or fiscal limitation; other associate degrees and certificates; publication of upper division requirements; statement of lower division prerequisite requirements; standard transcript form, and experimental programs. Appendices include statements regarding admission of junior college transfer students to quota controlled college, common transcript form, and task force guidelines. (Author/PG)

ED 082 644 HE 004 670

Green, Stephanie. And Others. Women at Tufts University: A Preliminary Inquiry.

Tufts Univ., Medford, Mass. Pub Date Dec 72

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Employment Opportunities, *Equal Education, *Equal Opportunities (Jobs), *Females, *Higher Education, Sex Discrimination, *Working Women

Identifiers—*Tufts University

This preliminary report of women at Tufts University is divided into four sections: introduction, Tufts as employer, Tufts as educator, and recommendations. Based on questionnaire responses, there does not appear to be any overt discrimination against women at Tufts. However, in reviewing the condition of employment and student programs, the report indicated that

women at Tufts do not have an equitable share of the opportunities available at their institutions. Recommendations concern recordkeeping, job description, salaries, promotion, personnel vacancies, recruitment, interviews, secretaries, child-bearing leaves, child rearing leaves, annuities, tuition-free courses, senior administrative appointments, day-care centers, admissions standards, financial aid, counseling, health services, women's studies, women's centers, continuing education, the professional schools, the graduate school of arts and sciences, staff training programs, the library, benefits, part-time employees, and athletics. Appendices include questionnaire forms. (MJM)

ED 082 645 HE 004 671

Music in Higher Education, 1971-72.

National Association of Schools of Music, Washington, D.C.

Pub Date 73

Note—49p.

Available from—National Association of Schools of Music, One Dupont Circle, N. W., Washington, D. C. 20036 (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Admission (School), *Annual Reports, *Budgets, Enrollment, Faculty, *Higher Education, Musical Instruments, *Music Education, *Music Facilities

This booklet is the sixth in a series of informative publications from the National Association of Schools of Music (NASM). The statistical information is based on the 1971-72 annual reports of member institutions of the association and on an addendum filed in the fall of 1972. Of the 384 institutional members of the NASM in 1971-72, 370 submitted annual reports and 287 filed the addendum. In most cases statistical information is reported by size and type of institution. Two categories, private and tax-supported, were employed for type of institution; size categories were determined according to numbers of music major students. Statistics from 2-year college members are included in all categories except enrollments, where they are not appropriate. The contents are divided into four sections: enrollments; admissions policies; budgets and equipment (including library expenditures, expenditure per student, and use of music synthesizers); and faculty (including salary and teaching load). (Author)

ED 082 646 HE 004 672

Glenny, Lyman A.

The '60s in Reverse.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 73

Note—4p.

Journal Cit—The Research Reporter; v8 n3 p1-4 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Collective Bargaining, Educational Administration, *Educational Finance, Educational Objectives, *Educational Planning, *Higher Education, *Statewide Planning

Some significant trends in education are being overlooked today that foretell the coming direction of postsecondary education. The first trend includes the proportion of the State budget allocated for higher education in the future, which will be no greater in 1980 than it is now. The major trend that forces less funding is the establishment of a new set of social priorities (health care, common schools, environment, and recreation). Still another trend is the government's policy to reduce dollars for programs that aid institutions and instead give financial aid to students so that they may attend institutions of their choice. The fourth trend indicates that higher education will no longer be a growth industry unless an entirely new constituency can be attracted and unless continuing education becomes an accepted pattern in our society. Perhaps the most important of the major trends is the increasing tendency for those who desire training to attend proprietary and industrial schools rather than traditional colleges, universities, or community colleges. A final trend, collective bargaining, is less clearly established than the others, but it could turn out to be at least as important as any so far mentioned. The cumulative impact of these trends cannot be fully anticipated, but they point directly to greater centralized planning at the state level. (Author/PG)

ED 082 647

Hunter, Guy

Higher Education and Development in South-East Asia. Volume III, Part 1, High-level Manpower for Development.

International Association of Universities, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France). Spons. Agency—Ford Foundation, New York, N.Y.

Pub Date 67

Note—181p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Comparative Education, Developing Nations, *Educational Development, Educational Finance, Educational History, Educational Improvement, Educational Innovation, *Foreign Countries, *Higher Education, *Manpower Needs, Manpower Utilization, Social Development

Identifiers—Burma, Cambodia, Indonesia, Malaysia, Philippines, *Southeast Asia, Thailand, Viet Nam

This document, the first part of the third volume of a study concerned with the role of institutions of higher education in the development of countries in South-East Asia, appraises the high-level manpower needs of the region. The report is divided into two sections: the first includes the major comments on the position of high-level manpower in the whole region, an extremely brief summary of conclusions reached in each country and a set of four comparative tables. The second consists of ten individual studies in much greater detail containing many individual recommendations. Individual studies concern Burma, Thailand, Malaysia, Indonesia, Cambodia, Viet Nam, and the Philippines. Related documents are HE 004 652, HE 004 651, and HE 004 650. (MJM)

ED 082 648 HE 004 674

Federal Agencies and Black Colleges.

Federal Interagency Committee on Education, Washington, D.C.

Report No.—DHEW-OE-73-01300

Pub Date 73

Note—122p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (order number 1780-01120; \$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annual Reports, Educational Finance, Educational Programs, *Federal Aid, *Federal Programs, Financial Support, *Higher Education, *Negro Colleges, *Negro Education

This is the third in a series of annual reports on the participation of the Nation's predominantly black colleges and universities in programs funded by federal agencies. The report documents the recent expansion and diversity of federal program support to these colleges. In this report, federal program funds are reported by agency for all colleges and universities with a special breakout of funds going to predominantly black colleges. A tabulation of the sources of program funds is also provided for each black college by state. Three appendices presents information on the distribution of federal funds to both two- and four-year public and private black colleges; a summary of support by each federal agency for all colleges and universities as well as the amount received by black colleges; and a list of the 115 predominantly black institutions included in the Federal Interagency Committee on Education survey for fiscal year 1971. (Author)

ED 082 649 HE 004 675

McFate, Patricia Ann

Education for the Itinerant Student: A Guide to Opportunities in Liberal Arts and Sciences at CIC Universities.

Committee on Institutional Cooperation.

Pub Date Feb 73

Note—536p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Admission (School), College Credits, College Students, Consortia, *Educational Opportunities, Graduation Requirements, *Higher Education, Interinstitutional Cooperation, *Liberal Arts, Program Descriptions, *Program Guides, *Science Programs

Identifiers—*Committee on Institutional Cooperation

This document is a guide to opportunities in liberal arts and sciences at the eleven major mid-western universities involved in the consortium,

Committee on Institutional Cooperation (CIC). The guide is divided into fourteen chapters by school. Within each chapter the schools are discussed in terms of admissions policies, transfer of credit, coursework and examinations for credit, requirements for graduation, student services, and unique programs. Discussion of graduation requirements, possible majors, and course offerings for each school is limited unless otherwise specified, to the area of liberal arts and sciences. Listed in the appendices are abbreviations used in this text and other educational publications, useful addresses for each CIC school, application fees, deadlines for application, notification dates and registration fees, admissions requirements, centers for testing and schools accepting credit in the College-Level Examination Program, and a list of majors for each school in the areas traditionally covered by liberal arts and sciences. (Author/MJM)

ED 082 650 HE 004 676

Bradley, A. Paul, Jr. Adamson, Judith
Who Do We Serve: Some Statistics.
State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date 73

Note—3p.; Research and Review, No. 8

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Demography, *Higher Education, Research Projects, *Student Characteristics, *Student Research
Identifiers—*Empire State College

This document reports demographic information about the students of Empire State College (ESC), a new, nontraditional college without a campus of the State University of New York. Results indicate ESC students differ from their counterparts at other institutions in several ways including: older, higher percentage married, and higher percentage employed. (Author)

ED 082 651 HE 004 677

Welch, James A.
Report on the Information Management Training Institute, Summer 1972.
Institute for Services to Education, Washington, D.C.

Spons Agency—Meharry Medical Coll., Nashville, Tenn.; Tennessee State Univ., Nashville.
Pub Date Aug 72

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Data Analysis, *Data Collection, *Higher Education, *Institutes (Training Programs), *Management Information Systems, *Management Systems

Sessions of the Information Management Training Institute, sponsored by Tennessee State University and Meharry Medical College, are presented in this report. Presentations are divided into five sections: data collection, data manipulation, remote data access, reporting, and team presentations. The first section emphasizes data collection and analysis for higher education and the college accountability/grading/information system (CAGIS). The section on data manipulation presents a brief discussion of statistical indicators and a data preparation and analysis workbook. The third section on remote data access concerns remote operation of a time-sharing computer. Management reporting, discussed in the fourth section, emphasizes establishing goals and objectives, developing the system, implementing the system, scheduling and planning, and evaluating and maximizing performance. Three flip charts are displayed in the team presentations. (MJM)

ED 082 652 HE 004 678

Bradley, A. Paul, Jr. Adamson, Judith
About Empire State College Mentors.
State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date 73

Note—5p.; Research and Review, No. 7

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Demography, Educational Research, *Higher Education, Research Projects, *Teacher Characteristics, *Teacher Qualifications

Identifiers—*Empire State College

This document reports demographic information about mentors, the faculty of Empire State College (ESC), a new, nontraditional college without a campus of the State University of New York. Results show ESC mentors statistically like

any faculty, though perhaps more oriented to private education than most state college faculties and more varied in background experiences. (Author/MJM)

ED 082 653 HE 004 679

Bradley, A. Paul, Jr. Palola, Ernest G.
ESC (Empire State College) Student Library Use.
State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date 73

Note—10p.; Research and Review, No. 9

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Higher Education, *Library Programs, *Library Research, Research Projects, School Surveys, *Student Needs

Identifiers—*Empire State College

This document reports results of a spring 1973 survey of library use by students at two of the four regional centers at Empire State College (ESC), the new, nontraditional college without a campus of the State University of New York. Because ESC is mandated not to duplicate the resources of the State, students must use existing public and academic libraries. To date, they have had both successes and problems. Overall, the survey showed the need for the College to look into maintaining small core libraries as well as formal liaison with public library officials, and take steps to increase the library sophistication of students. (Author)

ED 082 654 HE 004 680

1973-74 Student Charges at State and Land-Grant Universities (Tuition, Required Fees, Room and Board).

National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.

Pub Date 7 Oct 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Costs, *Educational Finance, *Higher Education, Land Grant Universities, Nonresident Students, Resident Students, School Surveys, *Student Costs, *Tuition

One hundred and fifteen National Association of State Universities and Land Grant Colleges member institutions were surveyed on basic charges for tuition, required fees, and room and board. Participants were also asked to provide an estimate of the amount required for a student's "other expenses" for an academic year. Survey results indicated increases in median tuition for the 1973-74 academic year will affect resident and a nonresident students approximately the same. However, the amount of the increase in median total charges for nonresident students was more than double the amount of the increase for resident students. Students charges at member institutions are indicated according to tuition and/or required fees for resident and nonresident students, room rate, and board rate. (MJM)

ED 082 655 HE 004 681

Palola, Ernest G. Bradley, A. Paul, Jr.
Ten Out of Thirty. Ten Case Studies of the First Thirty Graduates.

State Univ. of New York, Saratoga Springs. Empire State Coll.

Pub Date 73

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Innovation, *Experimental Colleges, Experimental Programs, *External Degree Programs, *Higher Education, Independent Study, *Student Opinion, Student School Relationship

Identifiers—*Empire State College

After a full year of operation, many questions have been asked about Empire State College (ESC) concerning the type of students who seek such an institution and how these students handle the major responsibility of planning and carrying out their studies. A group of 10 graduates were selected from the 30 graduated in fall 1972 for lengthy interviews about their experiences at Empire State College. The sample included a range of persons with different educational backgrounds, life experiences, varied career interests, and individual approaches to learning methods. The structure of the student interviews center around six elements: interpersonal competence (the ability to interpret the intention and attitudes of others and to improvise appropriate

responses); awareness (openness to new ideas and experiences); clarifying purposes (self-examination); Self-reliance; self-understanding and understanding of others; and self-consistency. Initial contacts with ESC, contracts and evaluations of learning, and personal contacts were all rated either satisfactory or better. Orientation, program of study, and assessment of prior learning were rated less than satisfactory. The report included the questions asked during the student interviews. (Author/PG)

ED 082 656 HE 004 682

Gillmore, Gerald M.
Estimates of Reliability Coefficients for Items and Subscales of the Illinois Course Evaluation Questionnaire. Report #341.

Illinois Univ., Urbana. Office of Instructional Resources.

Pub Date Aug 73

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Course Evaluation, *Evaluation, Evaluation Methods, *Higher Education, *Questionnaires, *Student Opinion
Identifiers—*Illinois Course Evaluation Questionnaire

The major focus of this paper is on the reliability of the individual items, the subscales, and the total score of Form 66 of the Illinois Course Evaluation Questionnaire (CEQ). The CEQ is a Likert-type attitude questionnaire designed to elicit evaluative information from students about courses in which they are enrolled. Form 66 contains 50 items that are combined by unweighted averaging to form six subscales and a total score. "Stability" coefficients were estimated by three methods applied to six samples. All estimates indicated reasonably high reliabilities for classes. The magnitude of these reliabilities were discussed in the context of standard errors of measurement that was discussed, in turn, within the context of norming. (Author)

ED 082 657 HE 004 684

Minnesota-Wisconsin Public Higher Education Reciprocity Agreement 1973-74.

Minnesota Higher Education Coordinating Commission, St. Paul.; Wisconsin State Higher Educational Aids Board, Madison.

Pub Date 73

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Planning, Educational Change, *Higher Education, Interinstitutional Cooperation, *Post Secondary Education, *Shared Services, *State Standards, Student Mobility

Identifiers—*Minnesota Wisconsin Reciprocity Agreement

The Minnesota-Wisconsin Public Higher Education Reciprocity Agreement 1973-74 was designed to improve post-secondary education advantages of residents of Minnesota and Wisconsin. General provisions concern the nature and purpose of the agreement; duration of the agreement; scope of the agreement-students and institutions; plan for collegiate students; administrative agencies; provisions concerning the University of Minnesota School of Veterinary Medicine; computation of interstate reimbursement for tuition loss; plan for vocational students; vocational student application; magnitude of the vocational-technical student plan; and vocational-technical institutional quotas. (MJM)

ED 082 658 HE 004 685

Marland, S. P., Jr.
"Hanging Ten" and Higher Education.

Pub Date 29 Mar 73

Note—14p.; Speech presented before the annual meeting of the Western College Association, Honolulu, Hawaii, March 29, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Educational Accountability, *Educational Finance, Educational Objectives, *Higher Education, Institutional Role, Speeches, *Student Needs

This speech presents educational accountability as the unending search for ways in which educational institutions can better serve both students and society. In the face of financial cutbacks, it is suggested that institutional self-examination is in order. Redefinition of end goals with far greater rigor and realism is essential. Following an overview of new budgetary commitments, career education is presented in light of its response to the

needs of students. It is presented as human fulfillment in pursuit of useful occupations as a part of the liberalizing thesis of all education. Both the financial reevaluation and emphasis on career education are viewed as major steps toward educational accountability. (MJM)

ED 082 659 HE 004 686

Federal Aid to Predominantly Black Colleges.
Office of Education (DHEW), Washington, D.C.
Pub Date Sep 73

Note—Rp.; Education Briefing Paper

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Federal Aid, *Financial Support, *Higher Education, *Negro Colleges, Negro Institutions

This document reports the results of a study of federal aid to predominantly black colleges. The findings indicate: (1) Black colleges received 82% of their federal funds from the Department of Health, Education and Welfare (DHEW) in fiscal year 1972. (2) Outside DHEW, the primary sources of federal aid to predominantly black colleges were the Department of Agriculture and the National Science Foundation. (3) More than half of all federal support to black colleges came from four Office of Education programs: Educational Opportunity Grants, National Defense Student Loans, College Work-Study, and developing institutions programs. (4) During the academic year 1972-73, the predominantly black colleges and universities enrolled 246,219 of the 9,297,789 students enrolled in institutions of higher learning. (5) Total federal support to all colleges and universities rose from \$3.9 billion in 1971 to \$4.4 billion in 1972. (6) Eighty-four of the predominantly black colleges received more than \$1 million each in federal funds. (7) Federally funded student aid programs accounted for \$104 million of all federal assistance directed to black colleges in 1972. (8) Federal funding of research and development projects at black colleges more than tripled from 1971 to 1972. (9) Federal funds for construction, facilities, and equipment decreased from \$20 million in 1971 to \$13 million in 1972. (MJM)

ED 082 660 HE 004 687

Treffinger, Donald J.

Instructional Innovation: For What? For Whom?
And How Do We Know?

Pub Date Aug 73

Note—15p.; presented at the annual meeting of the American Psychological Association, Montreal, Canada, August 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, *Evaluation, *Higher Education, *Individualized Instruction, Innovation, *Instructional Innovation, Models, *Teaching Methods

Identifiers—*Learner Controlled Instruction

A variety of pressures from students, alumni, legislators, and administrators has led to increasing concern about the quality of college instruction. In education and psychology, innovation frequently involves either the development of more precise behavioral approaches or more humanistic approaches; yet innovation often occurs without systematic consideration of broad goals and purposes. Failure to analyze goals and purposes lead too easily to fragmentary conceptions of how instruction should be planned, implemented, and evaluated. The Learner Controlled Instruction (LCI) approach attempts to define broad goals and to use an adaptation of Glaser's Basic Teaching Model to provide a framework for instructional design and evaluation. The learner assumes considerable autonomy in deciding what and how to learn and in evaluation; he has responsibility, however, for clarifying his goals and intentions and communication with the instructor. The goals and purposes of LCI are examined in relation to the cognitive and affective taxonomies, Torrance's definition of creativity, and Parnes' creative problem-solving model. A variety of criteria are described for evaluating instructional innovations in three categories: basic psychological aptitudes and traits; student report data; and internalization and application criteria. (Author)

ED 082 661 HE 004 689

Koehler, John E. Slighton, Robert L.

Activity Analysis and Cost Analysis in Medical Schools.

Rand Corp., Santa Monica, Calif.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Report No.—NIH-72-4196; P-4954

Pub Date Feb 73

Note—39p.

Available from—Publications Department, The Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Costs, Educational Finance, Educational Planning, *Higher Education, Hospitals, Input Output Analysis, Management, *Medical Education, *Medical Schools, *School Accounting

There is no unique answer to the question of what an ongoing program costs in medical schools. The estimates of program costs generated by classical methods of cost accounting are unsatisfactory because such accounting cannot deal with the joint production or joint cost problem. Activity analysis models aim at calculating the impact of alternative combinations of school activities. As now practiced, activity analysis yields the incremental cost of an activity given all other school activities, that is, pure program costs. Such analysis is a potentially useful management tool. Input/output analysis is a special form of activity analysis in which some activities provide both final outputs and input into other activities. Following the introduction in Section I, this paper deals with cost analysis in section II and III. Section II discusses cost allocation studies that use the tools of classical cost accounting. Section III analyzes the use of linear regression as a tool for cost allocation, and Section IV examines activity analysis and optimization analysis. (Author/PG)

ED 082 662 HE 004 690

Durkee, Frank M.

A Study of Dental Manpower Demand and Supply in Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Pub Date Sep 73

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dental Schools, *Dentists, *Educational Supply, Health Occupations, *Higher Education, Manpower Needs, Medical Education, Medicine, Professional Education, *State-wide Planning

Identifiers—*Pennsylvania

This study attempted to examine dental manpower and variables related to it in Pennsylvania in the context of the national dental manpower. Findings include: (1) Optimum demand, based on dental care for all in the next decade, would require 2,495 additional dentists. (2) Women find a career in dentistry to be very satisfactory but only one-half percent of the dentists in the United States are women. (3) Changing to a 3-year instead of a 4-year dental school curriculum could produce 232 to 320 additional dentists in 1973-80 and meet more than half of the need for more dental manpower. (4) If the water supply were universally fluoridated in Pennsylvania, the manpower need for dentists would be reduced, thus providing manpower for improved care. (5) Projected dental manpower needs for Pennsylvania for 1973-80 can be met without increasing dental school facilities by (a) enrolling more Pennsylvania students in Pennsylvania dental schools, thus reducing nonresident admissions, and (b) increasing the use of dental auxiliaries, particularly dental assistants. Related tables are included in the appendices. (Author/PG)

ED 082 663 HE 004 691

Balderston, F. E.

Complementarity, Independence and Substitution in University Resource Allocation and Operation.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—Pap-P-39

Pub Date Aug 73

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgets, *Educational Administration, Educational Economics, *Educational Objectives, *Higher Education, *Resource Allocations, School Organization, Universities

This review examines how goals, processes, resource inputs, and funds will be viewed at different levels of university organization: the campus administration; the schools or colleges, the academic departments and organized research

units; and the support organizations on the campus. The review encompasses the main features of complementarity, independence, and substitutions in an examination of some basic budgetary strategies that have been used or are being considered for use by a multi-campus university. (Author/MJM)

ED 082 664

HE 004 692

Winkler, Donald R.

The Social Benefits of Higher Education: Implications for Regional Finance.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—Pap-P-40

Pub Date Jul 73

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Benefits, Educational Economics, *Educational Finance, Financial Support, *Higher Education, *Public Support, *Regional Cooperation, Social Factors

This paper evaluates the nature, size, and distribution of public benefits generated by institutions of higher education and assesses the rationale for regional subsidies. Following introductory material, part two discusses the rationale for general public support of higher education and assesses the legitimacy of extending this rationale to regional finance. Enumeration of the activities and outputs of colleges and universities is presented as a means of assessing the sources of social benefits. Part three entails the exposition of a model of social benefits that has implications for the maximization of regional welfare. In part four, a framework for analysis is provided. Part five assesses the social benefits of the outputs of higher education, while part six discusses the social benefits of higher education operations. Part seven derives the implications of this research for regional finance of higher education. A 60-item bibliography is included. (Author/MJM)

ED 082 665

HE 004 693

Let's End the Confusion About Simulation Models: A Summary of a Candid Discussion of Their Place in Higher Education.

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Pub Date Sep 73

Note—64p.; Summary of the Society for College and University Planning's spring conference, March 73, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Costs, *Educational Administration, Educational Finance, *Educational Planning, Financial Policy, *Higher Education, Management, *Models, Program Budgeting, Program Costs, *Resource Allocations, Simulation

Identifiers—*CAMPUS (RRPM), PLANTRAN, SEARCH

Higher education faces continuing cost pressures from a multitude of new demands. The consequence is a new emphasis upon resource allocation that is only possible if the required data about program costs, program outputs, and program income are readily available. The task of the new management in higher education is to gather the needed information for intelligent, persuasive resource allocation. This paper is a summary of a conference of cost simulation models, how to end the confusion surrounding them, and how to promote the need for serious long-range planning in higher education. The contents include definitions, case studies, problems, evaluation, and applications of cost simulation models. Presented are individual experiences with cost simulation models at Colorado University with CAMPUS; RRPM at Portland State University; PLANTRAN at the University of Denver; SEARCH at Eight Colleges; and Computerized Financial Planning at the University of Maine. The appendix includes the American Council on Education's program of studies to improve the resources for planning in postsecondary education. (Author/PG)

ED 082 666

HE 004 694

Large, Larry

Impact of State Assistance on Oregon's Private and Independent Institutions of Higher Education.

Educational Coordinating Council, Salem, Oreg.

Report No.—ECC-24-73

Pub Date Jun 73

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Finance, *Financial Support, *Higher Education, *Private Colleges, Research Projects, *State Aid, *State Schools Identifiers—*Oregon

In assessing the impact of Oregon's program of state assistance to independent colleges, this study examines two critical dimensions of the receiving institutions: (1) the impact of their financial health; and (2) the subjective reactions of their administrative personnel in terms of how the funds are used and what, if any, special problems or advantages the program presents to their institutions. The impact of the program on the financial health of the receiving institutions is measured by an index of institutional financial health. The index is composed of a series of ratio analyses using selected data from the annual Higher Education General Information System (HEGIS) reports. The index design permits isolation of any one of nine categories of variables and thus permits evaluation of any one of the variables relative to the overall financial health of each of the institutions or of a group of institutions with a common intervening program, such as state assistance. The findings reflect both satisfaction on the part of the receiving schools and measurable improvement in the financial health of the institutions as measured by the index. Appendices are included. (Author/MJM)

ED 082 667

HE 004 695

Physician Manpower in Georgia: Report of the Task Force for Physician Manpower to the Georgia Comprehensive Health Planning Council.

Georgia State Dept. of Public Health, Atlanta. Office of Comprehensive Health Planning.

Pub Date 69

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Enrollment Trends, *Higher Education, Manpower Needs, *Manpower Utilization, *Medical Education, *Medical Schools, *Physicians, Statistical Data Identifiers—*Georgia

This report is a result of a study of the state's physician manpower by representatives of the fields of medical education and professional practice in Georgia. Contents include introduction and principal findings, recommendations, and analysis of present supply of physicians and other data. Recommendations suggest improvement of the utilization of existing physicians; increasing medical school enrollments; and attracting, retaining, and allocating physician manpower. Appendices include statistical data. (Author/MJM)

ED 082 668

HE 004 697

Woolfolk, E. Oscar And Others

Curriculum Change in Black Colleges IV: A Report on Two Cooperative Academic Planning Curriculum Development Workshops.

Institute for Services to Education, Washington, D.C.

Pub Date Aug 73

Note—238p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Development, Curriculum Enrichment, Curriculum Planning, *Educational Change, Educational Needs, Educational Programs, *Higher Education, *Negro Colleges, *Workshops

This publication consists of the proceedings of two workshop activities concerned with curriculum change in black colleges. Part I consists of two presentations: (1) a sociological windfall with curricular implications for black colleges, and (2) past goals, present mission, and future prospects for colleges and universities. Part II presents four presentations: curricular developments and needs in black colleges; the freshmen interdisciplinary program at Fisk University; developing an educational cooperative at Prairie View A & M College as a process for implementing curriculum reform; and the black colleges in transition. Part III also presents five seminars on educational systems. The seminars include a case study of a curricular experiment, a case study of implementation of curricular innovations, performance-based instructional programs, academic skills center, and a student support services program. Abstracts of documents prepared by 21 of the 25 participating institutions are included. A related document is HE 004 698. (MJM)

ED 082 669

HE 004 698

Woolfolk, E. Oscar Nwagbaraocha, Joel O.

Curriculum Change in Black Colleges III: A Report on Two Cooperative Academic Planning Curriculum Development Workshops.

Institute for Services to Education, Washington, D.C.

Pub Date May 73

Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, *Educational Change, Educational Programs, Educational Technology, *Higher Education, *Negro Colleges, Performance Based Teacher Education, Urban Studies, *Workshops

This publication consists of the proceedings of two workshop activities concerned with curriculum change in black colleges. Part I consists of five presentations: humanities with a black focus; interdisciplinary instruction; the Southern Center for Studies in Public Policy; innovations in instruction at North Carolina Central University; and curricular change and educational technology. Part II consists of six presentations: development of urban-related programs in black colleges; urban affairs institute at Fisk University; some aspects of the development of the center for urban affairs at Morgan State College; administrative aspects of competency-based teacher education; the Florida A & M University competency-based program in elementary education; and accelerated curricular change on a black campus. The ideas of participants about curriculum development in black colleges are presented. A related document is HE 004 691. (MJM)

ED 082 670

HE 004 699

The Moton Guide to American Colleges with a Black Heritage.

Moton Consortium on Admissions and Financial Aid, Washington, D.C.

Pub Date 73

Note—82p.

Available from—Moton Consortium on Admissions and Financial Aid, Suite 603, 2001 S Street, N.W., Washington, D.C. 20009

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Choice, *College Environment, Directories, *Higher Education, *Negro Colleges, *Negro Education, Negro Institutions

This directory was conceived when the Moton Institute discovered there was no complete reference book listing colleges and universities with a black heritage. This guide provides a brief, yet comprehensive description of 103 colleges and presents facts and figures pertaining to these colleges. Following the section on how to use the directory, are more sections on what it takes to go to college, the academic and monetary requirements, and the preparations necessary to find the correct college for each student. Since there is so much involved in choosing a college, this directory was arranged to give as comprehensive a picture of college life as possible. Each college or university is listed alphabetically according to the first word in the formal name of the school. Listed under each institution are sections covering the character, campus, faculty, degrees offered, costs, financial aid, student activities, and who to contact for further information. The directory also presents a cross-reference table for locating details about each college. This document was published through the Technical Assistance Consortium to Improve College Services (TACTICS). (Author/PG)

ED 082 671

HE 004 700

Welch, James A., Ed. Jackson, Linda M., Ed.

Education Data Elements Dictionary, Second Edition.

Institute for Services to Education, Washington, D.C.

Spons Agency—Bureau of Higher Education (D-HEW/OE), Washington, D.C. Div. of Coll. Support.

Report No—NIH-51-2018

Pub Date Sep 73

Note—181p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Faculty, Colleges, College Students, *Data Collection, *Dictionaries, Educational Facilities, Educational Finance, *Higher Education, *Information Needs, Management Information Systems, Universities, *Vocabulary

Identifiers—EDED, Education Data Elements Dictionary, MIS

The Education Data Elements Dictionary (EDED) is divided into six main subject categories and related higher educational data elements are defined and described under each area and sequenced alphabetically. In instances where compound phrasing is appropriate, the key word has been utilized to determine its placing in the alphabetical sequence. The six main subject categories are: institutional data elements, faculty/staff data elements, student data elements, physical facilities, financial, and general education. Within each main subject category simple phrases and compound phrases are defined. In instances where a particular phrase carries one definition which has several parts, those parts are delineated and/or defined with cross-references. (Author)

ED 082 672

HE 004 701

Final Report. Training Program for Neighborhood Physicians.

Howard Univ., Washington, D.C. Coll. of Medicine.

Spons Agency—National Institutes of Health (D-HEW), Bethesda, Md.

Report No—NIH-71-4019-P

Pub Date 30 Aug 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Health, Health Services, *Higher Education, *Manpower Development, *Medical Education, Medical Schools, *Physicians, Professional Education, Program Descriptions

Identifiers—*Howard University

This is the final report for a three-year contract in health manpower development. The contract, awarded to Howard University in 1969, was activated in January 1969 and extended to August 1972. The contract period has been marked by a large variety of progressive activity and creation of programs. These include the development of an attractive community physician continuing medical education program, American Academy of Family Practice memberships for community physicians, a Family Practice Residency, a Department of Family Practice, a progressive educational program for family physicians including an intensive review course, multiple successful candidates for the Board of Family Practice, a student teaching program in Family Practice, and a community physicians preceptorship for freshmen and sophomores. This report describes the further development of these activities and illustrates the mechanism by which they have become expected functions of the Howard University College of Medicine, its hospital training program, and its community physician support. The last year's activities are described in three categories: Neighborhood Physician Education, Family Practice Resident Training, and Predoctoral Student Teaching. (Author)

ED 082 673

HE 004 702

McIsaac, Donald N.

The People of the State: A Description Through Trend Surface Analysis.

Pub Date [73]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, Educational Administration, *Higher Education, Models, Research Methodology, School Demography, *Statewide Planning, *Statistical Analysis, *Trend Analysis

The higher education accountability requirements of today cry for responsive models that describe the attitudes, perceptions and characteristics of the populations they serve. Trend Surface Analysis is such a model. It is simple to apply, analytical in nature, and results in a graphic display in the form of a map. To the extent that the description of the population reflects demands on higher education and the degree to which regional characteristics are helpful is the level of utility of Trend Surface Analysis. Trend Surface Analysis and other mapping techniques offer significant potential for providing information regarding broad regional bases. Even though all of the information displayed in the contour maps is available in a number of tables, the interpretation of these data is greatly simplified when viewed as a map. A second advantage is the ability to compare data drawn from various sources. Universities as well as other large public concerns need to sense the desires of the populations they serve. Studies of public demand are the first step on the road to accountability. Trend

Surface Analysis offers a promising technique for interpreting the large volumes of data that accompany statewide assessment. (Author)

ED 082 674 HE 004 703

Shirey, Wayne A. Shirey, Warren W.
An Attorney Views the Release of Student Information.

Spons Agency—American Association of Collegiate Registrars and Admissions Officers, Athens, Ohio.

Pub Date 19 Apr 73

Note—23p.; Paper prepared for the Committee on Records Management and Transcript Adequacy of the American Association of Collegiate Registrars and Admissions Officers, April 19, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civil Liberties, *College Students, *Higher Education, *Legal Problems, Student Records, *Student Rights

This paper covers an area of tort law known as the invasion of the right of privacy, with particular emphasis upon the release of student information by colleges and universities. Following an examination of various legal cases, the law of privacy is related to public disclosure of private facts seems to require the following disclosures: private facts about the plaintiff, made public with identification of plaintiff, and which facts are offensive to a reasonable person of reasonable sensibilities. Recommended guidelines concerning the release of student information by registrars and admissions officers are examined. The recommended guidelines place more emphasis upon ethics than upon case law. However, if the administration discloses private facts about the plaintiff, makes the facts public, which clearly identify the plaintiff, and which are offensive to a reasonable sensibilities, the court would likely hold that there has been a violation of the right of privacy. (MJM)

ED 082 675 HE 004 704

Trends in Credit Course Enrollment, 1948-1972 and Degrees Granted, 1949-50 through 1971-72.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No.—SUNY-OIR-37

Pub Date July 73

Note—140p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Degrees (Titles), *Educational Supply, Enrollment, *Enrollment Trends, *Higher Education, School Registration, Statewide Planning, *Statistical Analysis

Identifiers—*New York

This report is divided into two parts: headcount enrollment, and degrees granted at the institutions of higher education in New York. Each section contains a summary table for each type of institution followed by a table of statistics for each institution within that type. Summaries of statistics for all institutions of the State University of New York and for all state-operated institutions will be found at the beginning of each section. Enrollment figures are taken from the fall semester enrollment count. Degrees granted data represent all the degrees awarded during each year, from July through June. The data for this report are from the files of the central staff office of institutional research. The subdivisions for each section are: totals for the State University of New York; totals for state-operated institutions; university centers; university colleges; health sciences centers; specialized colleges; statutory colleges; associated colleges of upper New York; agricultural and technical colleges; and community colleges. (Author/PG)

ED 082 676 HE 004 705

Affiliated Medical School Program to Increase Health Manpower: Report of the Commission to Study the Advisability and Feasibility of Utilizing Certain Medical Facilities as an Affiliated Operation of the University of Virginia School of Medicine to the Governor and the General Assembly of Virginia.

Virginia State General Assembly, Richmond. Senate.

Pub Date 69

Note—35p.; Senate Document No. 10

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Facilities, Feasibility Studies, Health Needs, Health Personnel, *Higher Education, Manpower Needs, *Man-

power Utilization, *Medical Schools, *Physicians, School Community Cooperation

Identifiers—*Virginia

This document presents the report of the Commission to Study the Advisability and Feasibility of Utilizing Certain Medical Facilities as an Affiliated Operation of the University of Virginia School of Medicine. Emphasis is placed on health manpower and physician needs, physician supply in Virginia, and increasing physician supply in Virginia. As a result of the study, four recommendations suggest: (1) Affiliated programs between the University of Virginia School of Medicine and Medical Center and certain other medical communities to increase health manpower and achieve other objectives are highly desirable and feasible, and further development and expansion of such programs should be undertaken immediately. (2) The University of Virginia School of Medicine should be provided faculty and administrative budgetary support in the coming biennium for the continued development and implementation of affiliated programs already initiated in Roanoke and Winchester. (3) More detailed planning for necessary curriculum changes, the inclusion of other communities, housing, communications, and other logistical problems related to affiliated programs should be specifically studied and planned by the Commission during the next biennium. (4) The University of Virginia School of Medicine and Medical Center should plan continually for future health manpower needs in the State and should prepare for their role in fulfilling these needs. (Author/MJM)

ED 082 677 HE 004 706

Albany Regional Medical Program: Health Manpower, Volume 2.

Albany Regional Medical Program, N.Y.

Pub Date [70]

Note—485p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Educational Facilities, Graduate Study, *Health Needs, *Health Occupations Education, *Health Personnel, Higher Education, *Manpower Needs, Statistical Data

Identifiers—*New York

This second volume of the series of the Albany Regional Medical Program represents a condensation of the collected data relating to the health manpower inventory of the Region and the presently available educational facilities for training health care personnel. Six sections of this volume include: manpower directions in New York State: 1965-1975; health manpower educational facilities; technical manpower in New York State; hospital manpower in New York State; graduate medical education in the Albany Region; and an inventory and distribution of health manpower in the Albany Region. (Author/MJM)

ED 082 678 HE 004 707

Carbone, Robert F. And Others
Students and State Borders: Fiscal/Legal Issues Affecting Nonresident Students.

American Coll. Testing Program, Iowa City, Iowa.

Report No.—ACT-SR-7

Pub Date 73

Note—64p.

Available from—ACT Publications, P.O. Box 168, Iowa City, Iowa 52240 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission Criteria, College Admission, College Students, *Educational Finance, Educational Legislation, *Higher Education, Legal Problems, *Nonresident Students, Student Mobility, Tuition

This report examines fiscal and legal issues affecting nonresident students. Chapter 1 classifies students for tuition purposes. Results of new laws and governing actions taken through January 1973 are reviewed. Chapter 2 examines factors other than laws and regulations that influence student migration. These factors include: quotas on the admission of nonresidents, differential admission standards from nonresident students, and the use of nonresident student tuition charges as a technique for controlling admission of nonresidents to public colleges and universities. Chapter 3 presents a descriptive analysis of migrating students, their backgrounds, and their educational purposes. Chapter 4 is devoted to a commentary on the legal issues involved in nonresident student matters. Relevant cases and decisions of the court in all that have been adj-

dicated are cited. Chapter 5 explores the impact of voting and age of majority legislation in the area of higher education. Chapter 6 reviews the past and makes projections for the future. The subject of nonresident student affairs is related to the broader topic of funding higher education. (Author/MJM)

ED 082 679 HE 004 708

Freelich, Gustav J. Carey, Robert C.
Migration of College Students: Midwest Region Fall 1968.

Illinois Univ., Urbana. Bureau of Institutional Research.

Spons Agency—Council of State Governments, Chicago, Ill.

Pub Date Apr 70

Note—212p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Higher Education, Junior Colleges, *Migration, Private Schools, State Schools, *Student Characteristics, *Student Mobility, *Students

This report presents information in two parts about six categories of students. The first section of Part I deals with the migration of all students attending all institutions. The second section presents information about all students attending publicly controlled institutions, and the third section presents information about all students attending privately controlled institutions. A second part of the report deals with undergraduate students. The first section of this part presents information about the migration of all undergraduates. The second section deals with information about all undergraduates attending publicly controlled institutions, and the third section deals with all undergraduates attending privately controlled institutions. Institutions included in this survey were: universities, liberal arts colleges, teachers colleges, technological schools, theological and religious schools, schools of art, other independently organized professional schools, and junior colleges; in other words, all institutions of higher education in the U.S. whose programs of work are wholly or principally creditable toward a bachelor's or higher degree. (Author)

ED 082 680 HE 004 709

National Commission on the Financing of Postsecondary Education: An Informational Brief April, 1973.

National Commission on the Financing of Postsecondary Education, Washington, D.C.

Pub Date Apr 73

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Committees, Costs, *Educational Finance, Educational Objectives, *Educational Research, *Financial Support, *Higher Education, *Post Secondary Education

This information brief contains the objectives of the National Commission on the Financing of Postsecondary Education. These objectives include: a description of the present conditions that are relevant to the role of postsecondary education in our society; a summary of the purposes, scope and dimensions of postsecondary education; a synthesis of objectives for postsecondary education recommended by the Commission; a description of and a rationale for the selection of the measures used to evaluate the accomplishment of the objectives; and analysis that describes the kind and amount of financial support for postsecondary education for all sources; a program analysis of existing funding programs; a projective analysis estimating the extent to which each of several alternative funding programs would achieve the objectives for postsecondary education agreed upon by the Commission; recommendations for national uniform procedures for calculating instructional costs per student; and assessment of the nature and causes of serious financial distress facing postsecondary institutions and recommendations for improvement; and the final reports of findings and recommendations. Members of the commission, committees of the Commission and commission offices and staff members are listed. (Author/MJM)

ED 082 681 HE 004 710

Fuller, Robert
The University of South Dakota Cooperative Education Program. Second Annual Report. (July 1, 1972-June 30, 1973).

South Dakota Univ., Vermillion.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date Sep 73

Note—142p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cooperative Programs, Educational Programs, *Field Experience Programs, *Higher Education, *Internship Programs, *Student Experience, Work Experience Programs

Identifiers—*University of South Dakota

This document contains the second annual report of the operation of the University of South Dakota's Cooperative Education Program (CEP). The objective of CEP is the development of service-learning educational experiences for college students. These experiences are commonly called an internship and are conducted during the student's academic career; are within the student's major field of study; and earn academic credit. The program's 3 major goals are as follows: (1) developing the administrative capacity to conduct an intern program stressing service and learning; (2) creating a focal point for campus-wide activities involving students in community or off-campus programs; and (3) educating all of the participants in the operation of a meaningful service-learning internship program. The service-learning internship give the student an opportunity to apply academic study to an actual working experience; opens up new areas of interest, study, and possible employment for the student; makes the student more attractive because of the internship to a potential employer; and provides potential employers with an opportunity to recognize the worth and value of the individual student and others like him or her. Appendices include a grant application, budget explanations, CEP Advisory Council, Senate Bill 197, and the by-laws of the Advisory Council. (Author/PG)

ED 082 682 HE 004 711

Siegel, Barry N.

Toward a Theory of the Educational Firm.

Oregon Univ., Eugene. Center for Advanced

Study of Educational Administration.

Pub Date 71

Note—23p.; 1971 Revision

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, *Educational Economics, Educational Theories, *Enrollment, Essays, *Higher Education, *Industry

This essay considers the institution of higher education as a firm. The first part of the paper contains an attempt to construct a theory of enrollment supply. The balance of the paper is devoted to applications of the theory to the problem of price control and nonprice rationing in higher education, to the economics of student scholarships and institutional subsidization, and to a comparison of the market behavior of business and education firms in the context of price control. (Author)

ED 082 683 HE 004 712

Memorandum of Agreement for an Academic Common Market.

Southern Regional Education Board, Atlanta, Ga.

Pub Date [73]

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Programs, Graduate Study, *Higher Education, Interinstitutional Cooperation, *Interstate Programs, *Shared Services, *State Programs

This memorandum of agreement for an academic common market is drawn up under the general framework of operation of the Southern Regional Education Board (SREB). The agreement is designed to establish an academic common market for sharing specified academic programs through an exchange of students across state borders. The Common Market will assist in eliminating unnecessary duplication and increasing availability and access to programs necessary in meeting the educational needs of citizens in the region. Authority for the agreement, provisions, procedures, magnitude (presently limited to the graduate level), duration, and ratification are discussed. (MJM)

ED 082 684 HE 004 713

Total Revenue and Expenses for Provincially Assisted Universities of Ontario for the Fiscal Year Ended April 30, 1973. Report to the Council of Ontario Universities.

Council of Ontario Universities, Toronto.

Report No.—COU-73-2

Pub Date 1 Oct 73

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Costs, *Educational Economics, *Educational Finance, *Expenditures, *Higher Education, *Income, Operating Expenses

Identifiers—*Ontario

This document reports total revenue and expenses for provincially assisted universities of Ontario for the fiscal year ended April 30, 1973. The institutions covered included Brock, Carleton, Guelph, Lekehead, Laurentian, Nipissing, Hearst, McMaster, Ottawa, Queens, Toronto, Scarborough, Erindale, Trent, Waterloo, Western, Windsor, and York. Summary information concerns total operating expenses by object of expense and by functional area, total expenses by type of fund and by object of expense, total revenue by source of revenue and by type of fund, operating expense analysis by object of expense and by functional area and university, total expense analysis, operating revenue analysis by source and by university, total revenue analysis, percentage analysis of 1970-71 to 1972-73, and percentage analysis of revenues 1970-71 to 1972-73. Guidelines and definitions are included. (MJM)

ED 082 685 HE 004 714

Wade, George H.

Fall Enrollment in Higher Education 1971.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Higher Education Surveys Branch.

Pub Date 73

Note—657p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01227, \$5.55)

EDRS Price MF-\$0.65 HC-\$23.03

Descriptors—*College Students, *Enrollment Trends, *Higher Education, Institutional Administration, *Institutional Research, Part Time Students, Private Colleges, Questionnaires, Statistical Data, *Student Enrollment, Units of Study (Subject Fields)

Fall enrollment data in institutions of higher education, 1971, were obtained from a single questionnaire. The data are compiled in tabular form according to distributing data by control and level of institution, state or other area, and individual institution. Data indicated: (1) In fall 1971, total enrollment in institutions of higher education passed the 9 million mark, a 4.3% increase over fall 1970. (2) Enrollment at public universities increased by 1.0% offsetting the 2.6% loss at private universities, and resulting in the net overall increase for all universities of 0.1%. (3) The enrollment of full-time students increased 4.5% over 1970. Women constituted 41.9% of all students compared to 41.3% in 1970 and 40.8% in 1969. (4) Enrollment in bachelor's or higher degree-credit programs increased 2.5% over like enrollment in 1970. (5) Enrollment in terminal-occupational programs increased by 26.1%. (6) Students entering college for the first time in the fall term of 1971 increased by only 2.7% over the number of first-time student in the fall of 1970. (7) While public institutions were enrolling 4.1% more first-time students in fall 1971 than in 1970, the corresponding enrollment in private institutions dropped by 2.4%. The Appendix includes survey background material and the survey instrument. (MJM)

ED 082 686 HE 004 715

Helsabeck, Robert E.

The Compound System: A Conceptual Framework for Effective Decisionmaking in Colleges.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Bureau No.—BR-5-0248-20-42

Pub Date Jun 73

Grant—OEG-6-10-106

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Decision Making, *Decision Making Skills, *Higher Education, *Models, *Policy Formation, Universities

The purpose of this work is to provide a conceptual framework applicable to most decision-making systems and to propose a set of propositions drawing together work from diverse fields

concerned with political behavior. In the first chapter, key concepts are distinguished and the literature bearing on the relationships among those concepts are reviewed. In the second chapter, pilot data collected from four colleges are summarized. These pilot data serve to sharpen the relationships suggested in Chapter 1 and to add several new concepts. In the third chapter, the relationships discussed are formalized into a set of propositions. The final chapter suggests the utility of this work for future research, policy analysis, and theory development. (Author)

ED 082 687 HE 004 718

Holmstrom, Engin I.

Low Achievers: Do They Differ From "Typical" Undergraduates?

American Council on Education, Washington, D.C. Office of Research.

Report No.—ACE-RR-8-6

Pub Date Sep 73

Note—51p.

Available from—Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Colleges, Followup Studies, *Higher Education, *Low Achievement Factors, *Low Achievers, Performance Factors, Questionnaires, Small Schools, Student Ability, *Student Characteristics, Universities

This is the second report in a series investigating the educational attainment of "atypical" or "new" types of students. In this report, the educational experiences and progress of undergraduate students who were not high achievers in secondary school will be compared with the experiences and progress of those who were. One of the purposes of this report is to determine the characteristics of a college-independent of student input—that maximize the chances that a low achiever will complete the degree in the traditional four years. The ultimate objective of this line of investigation is to determine what policy actions decisionmakers in higher education can take to facilitate the degree completion of "atypical" students. Results included the following: (1) Low achievers differed from typical undergraduates in many important ways. (2) Men outnumbered women, and the proportions of nonwhites and older students were higher among low achievers than among regular students. (3) Low achievers were more likely to aspire to careers in business than were regular students and were less likely to be solely motivated by the academic quality of the college they attended. (4) Low achievers also had lower degree aspirations than did regular students, who were more likely to plan on postgraduate degrees. Appendices include the 1967 student information form, the 1971 followup questionnaire, and selected responses to the questionnaire. (Author/PG)

ED 082 688 HE 004 719

Baum, Martha

University Governance and Community Relations.

Pittsburgh Univ., Pa. University Urban Interface

Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Bureau No.—BR-8-0725

Pub Date Jun 73

Grant—OEG-29-480725-1027

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Governance, *Higher Education, Institutional Administration, *Public Relations, *Research, *School Community Relationship, Universities, Urban Areas, *Urban Universities

The subject of relations between universities and their urban communities has created considerable interest in recent years. This report represents a compendium of results from a research project designed to study interaction between one large urban university, the University of Pittsburgh, and its social environment. The first section presents an overview of the University of Pittsburgh University-Urban Interface Program (UIUP). The second section defines the fifth priority of the UIUP, University Governance and Community Relations. This report reviews the complex nature of a large urban university and its accomplishments in its efforts to implement an urban dimension. At the same time a great deal of attention in this document has been paid to conflict over priorities that have accom-

panied the new emphasis on public service at this university. The report records ongoing university activities and their reception by community groups to capture perspectives on the University of Pittsburgh and its legitimate functions. The implications for university structure with respect to the urban dimension and also for its official posture toward the community-at-large are summarized at the end of the report. (Author/PG)

ED 082 689

HE 004 720

Shaw, Paul C., Ed.

Perspectives on Campus Expansion: Three Views. Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Bureau No—BR-8-0725

Pub Date Jun 73

Grant—OEG-29-480725-1027

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Campus Planning, College Buildings, *College Planning, Construction Programs, Educational Facilities, *Higher Education, Institutional Role, *School Community Cooperation, *School Community Relationship

This paper presents three views on the University of Pittsburgh campus expansion: from a university representative, from a city planner, and from a community leader. Three salient points made by the authors indicate: (1) The University's main concern was with the development of its own physical plant; community development was a peripheral concern. However, both the community member and the city representative show that the community was concerned with the inter-relationships and consequences of residential, commercial and institutional development. (2) The University usually takes a pragmatic approach to expansion, viewing its constituency as regional and national, and thus is less concerned about the expansion's negative impact on Oakland. In contrast, the community and the city are very much concerned with the University's impact on Oakland, and moreover, the community expects the University to adhere to a higher standard of citizenship and service than is usually expected of institutions. (3) The three writers agree that the University was not responsive to changes in societal values which would have required citizen input to institutional planning. (Author/MJM)

ED 082 690

HE 004 721

Jarema, Christina

The Student Consultant Project.

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Bureau No—BR-8-0725

Pub Date Jun 73

Grant—OEG-29-480725-1027

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Community Consultant Programs, *Consultation Programs, *Higher Education, Program Descriptions, *Resource Allocations, *School Community Cooperation, *School Community Programs

The Student Consultant Project (SCP) of the University of Pittsburgh is a university-based operation which has been channeling university resources into the community. Part I of this study, covering the history of SCP, emphasizes the organization, the board of directors, scope of activities, funding, and future plans. Part II discusses the institution-building framework. Goals of the university, the SCP, the Graduate School of Business, and the client community are presented. Stress is also placed on the program, organizational structure, leadership, and resources. A 14-item bibliography and appendices of related material are included. (MJM)

ED 082 691

HE 004 722

Jameson, Barbara B.

Project Right Start.

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Higher Education Research.

Bureau No—BR-8-0725

Pub Date Jun 73

Grant—OEG-29-480725-1027

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, *Higher Education, Psychological Services, *School Community Relationship, *University Extension, Urban Areas, *Urban Universities

Identifiers—*University of Pittsburgh

The University-Urban Interface Program (UIIP) is a federally-funded project to study an urban university's community relations efforts and innovations, their successes and failures. This is a study of one of the UIIP areas of priority, Project Right Start, a plan for creating a facility for the detection and treatment of psychological problems in infants and young children. The report is divided into 3 parts: (1) a description of Project Right Start; (2) a history of the development of Project Right Start; and (3) an analysis of an interface between the university, the community, and a target agency. Part I describes the program of Project Right Start and the general characteristics of the population it is serving. Part II highlights events occurring in the university, the community, and in Project Right Start. Three charts at the end of Part II summarize the history of the project from 1967-1972. A glossary gives the full name and a brief description of agencies relevant to the development of Project Right Start. Part III approaches the development of Project Right Start from a sociological perspective, using the Institution-Building model as the framework for the analysis. Appendices include the organization and structure of the University of Pittsburgh, the use of the Institution-Building Model for UIIP research, the members of the research advisory council, and a list of the other reports published by the UIIP. (Author/PG)

ED 082 692

HE 004 728

Millett, John D.

Confronting the New Depression in Higher Education. Two Budget Exercises.

Academy for Educational Development, Inc., Washington, D.C. Management Div.

Pub Date Oct 73

Note—70p.

Available from—Academy for Educational Development, Inc., 1424 16th Street, N.W., Washington, D.C. 20036 (single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Colleges, *Educational Administration, Educational Finance, *Educational Planning, Financial Policy, Financial Problems, *Higher Education, *Management, *Universities

This document presents two budget exercises for educational administrators to provide means for the improvement of management and planning efforts in higher education institutions. The examples, Principal College and Major University, are fictional institutions, but their statistical data and problems will be easily recognizable as being close to those of many colleges and universities in the United States. Principal College, representing a small liberal arts college, and Major University, representing a large research university both have serious financial problems. The problem for the president of both institutions is to reduce the expenditures authorized for the coming year along with the related auxiliary problems associated with cutbacks. The author presents objectives and programs, financial statistics, instructional procedures, expenditure analysis, admissions policies, research enrollment, and governance of each institution. The solution of each institution's problems is left with the reader. (PG)

ED 082 693

HE 004 729

Duryea, E. D.

The Corporate Basis of University and College Government: An Historical Analysis.

State Univ. of New York, Buffalo. Dept. of Higher Education.

Pub Date Oct 73

Note—140p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Colleges, *Educational Administration, *Educational History, *Governance, *Higher Education, Private Schools, State Schools, *Universities

Identifiers—*Dartmouth College

Universities and colleges in this country, with few exceptions, have been established as either private or public corporations authorized by state governments. This document presents a review of

the history of the corporate form in American higher education, intended as a contribution to understanding the nature of its government as a background for an exploration of alternative bases for its relationship with government. To chronicle this history, the essay divided into two parts. Part I examines the medieval origins and English practices that influenced the formation of the colleges in colonial America. Part II reviews the governing arrangements for these early colleges, the evolution of the corporate idea during the 18th century, the influence of Lockean philosophy, the background of the Dartmouth College Case and its decision, and the ensuing distinction between public and private colleges and universities. A concluding section very briefly surveys the implications of the Dartmouth College decision and the modifications to it by subsequent court cases, the total impact of which was to establish the parameters for the corporate models as basis for American college and university government. (Author)

ED 082 694

HE 004 732

Halinski, Ronald S., Ed. And Others

Innovation at Illinois State University 1972-1973. Illinois State Univ., Normal.

Pub Date 73

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Change, *Educational Innovation, *Higher Education, *Instructional Innovation, Instructional Programs, *Program Descriptions, Program Evaluation

Identifiers—*Illinois State University

This document reports the scope of the activities undertaken and the accomplishments being realized as a result of the Educational Innovation Program (EIP) and the Instructional Innovation Program (IIP) at Illinois State University. Abstracts for each program in EIP and IIP include a program description and evaluation/status. Indices for programs are included. (MJM)

ED 082 695

HE 004 736

Mick, Sidney S. Arney, William Ray

Outcome-Oriented Planning in Higher Education: An Approach or An Impossibility?

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Ford Foundation, New York, N.Y.

Report No—FF-G-700-0434

Pub Date Jun 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, *Educational Finance, Educational Objectives, *Educational Planning, *Higher Education, Management, Planning

The basic premise of this paper is: if current management and fiscal problems are to be solved in higher education, planners and decisionmakers must adopt an outcome-oriented approach to planning. In the past, most planners have tended to be means-oriented, focusing more attention on problems associated with the course of action being followed and less on the end results to be achieved. It is argued that planners should begin focusing on the desired, expected, and actual outcomes of programs as they relate to the planning process. Although an outcome-oriented approach to planning should be beneficial, it is not without its problems. Among the problems discussed are that of reaching consensus on institutional goals and objectives, the lack of variance problems in attributing outcomes to institutional and program effects, the need for a greater variety of criterion measures, and the problems of couching all outcomes in terms of measurable criteria. In this paper, the authors do not seek to advance outcome-oriented planning as a cure-all. Rather, they have devoted a major part of this paper to discussion of the problems associated with this suggested approach. On the other hand, they do not view these problems as insurmountable. Accordingly, the final section of this paper discusses possible lines of future research that may facilitate the implementation of outcome-oriented planning. (Author/PG)

ED 082 696

HE 004 737

Guthrie, Robert V. Long, Durward

Criteria for Selecting Campus Size. A Report Prepared for the Select Committee on the Master Plan for Higher Education.

California State Coordinating Council for Higher Education, Sacramento.

Pub Date Oct 73

Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Planning, *Enrollment, *Enrollment Trends, *Higher Education, *Interinstitutional Cooperation, *State Schools, *Statewide Planning
Identifiers—*California

The present research attempted to isolate any internal and external environmental factors that could be used in determining the optimum or maximum size of senior institutions in California. The structured interview was chosen as the most appropriate technique to accomplish this task. Those schools interviewed were the University of California at Berkeley, Davis, Santa Cruz, California State University at Long Beach, Los Angeles, San Jose, Sonoma; and California Polytechnic State University at San Luis Obispo. The document contains descriptions of each campus. The study recommends that: (1) minimum and maximum enrollment standards should be determined for each institution of higher education; (2) such enrollment standards should be established by the respective governing boards of each segment for each campus within that segment, with the recommendation of that campus and the endorsement of the chief executive of the segment; (3) educational programs, economy of scale, physical community, and internal organization of the institution should be utilized in determining the enrollment ranges. Appendices include interview outlines, profiles, county locations, and population maps. (Author/PG)

ED 082 697 HE 004 738

Miskel, Maryjane

Minority Student Enrollment. Research Currents. American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Note—4p.

Available from—Publications Department, American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 (\$1.50, quantity discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Bound Students, College High School Cooperation, College Preparation, College Students, *Enrollment Trends, *Ethnic Studies, *Higher Education, High School Students, Literature Reviews, *Minority Groups, *Undergraduate Study

This literature review examines conditions facing the minority student in undergraduate education. Following an overview of enrollment trends, emphasis is placed on barriers to higher education, efforts to lower the barriers, preparatory programs, ethnic studies, and recent developments. A 39-item bibliography is included. (MJM)

ED 082 698 HE 004 739

Trivett, David A.

Goals for Higher Education: Definitions and Directions.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—ERIC-HE-RR-6

Pub Date 73

Note—67p.

Available from—Publications Department, American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Equality, *Educational Needs, *Educational Objectives, *Higher Education, *Institutional Role, Literature Reviews, *Post Secondary Education, Student Role

This review of goals for higher education developed from a request from the National Commission on the Financing of Postsecondary Education for information concerning goals. Major studies of goals are reviewed, beginning with "Higher Education for American Democracy," the report of the Commission on Higher Education. Documents produced by major associations, foundations, and government commis-

sions and committees are included as well as relevant documents from the Carnegie Commission and selected state planning documents. A brief concluding section identifies universal access and increased emphasis on the role of the learner as two pervasive themes related to goal formulation over the past 25 years. (MJM)

ED 082 699 HE 004 740

Askew, Thomas A.

The Small College: A Bibliographic Handbook.

Council for the Advancement of Small Colleges, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, Budgeting, *Church Related Colleges, College Faculty, College Students, Curriculum Development, Educational Administration, Educational Facilities, Educational Finance, Educational Planning, Governance, *Higher Education, *Institutional Research, Interinstitutional Cooperation, Libraries, Physical Facilities, *Private Colleges

This annotated bibliography concentrates on the small college. Some of the entries, composed of books, articles, dissertations, and other documents, are about the small college and other entries are not directed solely at the small college but hold applicability in areas where publications devoted to the small institution are scant. Entries are arranged according to twelve categories: general studies on the small college; curriculum and philosophy of education; pedagogy, teaching, and learning; libraries and learning resources; faculty; students; governance; administration; finance, budgeting, and development; long-range planning, physical facilities; and interinstitutional cooperation and consortia. The section on students covers student personnel affairs and counseling; admissions, orientation, and attrition; freshman success patterns in college; campus environment and student maturity; church colleges and student attitudes; and disadvantaged and minority students. (Author/MJM)

ED 082 700 HE 004 741

Hurst, Cecil Roy, Jr. Shaddix, James Delano

Opinion Survey of Naval Officers Who Have Received a Navy Sponsored Graduate Degree.

Naval Postgraduate School, Monterey, Calif.

Pub Date Jun 73

Note—80p.; Master's Thesis

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-764 471, MF-\$1.45, PC-\$6.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, Educational Objectives, *Graduate Study, *Higher Education, *Military Personnel, *Officer Personnel, Questionnaires

A survey of naval officers who have received a Navy sponsored graduate degree was conducted by a questionnaire to determine their opinions concerning numerous topics related to obtaining a graduate degree and the utilization of their graduate education. Results showed that obtaining a graduate degree was perceived as having a positive influence on officer retention. Most officers think a graduate degree should be obtained during the 5 to 8 year point in their career. Approximately 70% of the officers who have received a graduate degree have been assigned to a P-coded billet. The majority indicated that fitness reports submitted by graduate schools for officer students should not be considered as equivalent to those received from operational/shore billets by Selection Boards for promotion. The most frequently cited reason for seeking a graduate education was to remain competitive with contemporaries. (Author)

ED 082 701 HE 004 743

Begin, James P., Ed.

Academics at the Bargaining Table: Early Experience.

Rutgers, The State Univ., New Brunswick, N.J. Inst. of Management and Labor Relations.

Pub Date Oct 73

Note—88p.; Proceedings of a conference held at the University Extension Division, Rutgers University, October 26, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, *Collective Negotiation, *College Faculty, Conference Reports, Governance, Grievance Procedures, *Higher Education, *Industrial Relations

This document reports the proceedings of a conference sponsored by the Institute of Management and Labor Relations at Rutgers University concerning collective bargaining and some of the implications of formal bargaining relations in higher education. Presentations include emerging patterns of faculty bargaining; collective bargaining in higher education; its impact on campus life and faculty governance; faculty bargaining and traditional governance processes at Central Michigan University; grievance procedures under collective bargaining in higher education; resolving faculty grievances at Rutgers University; and the experiences of CUNY grievance procedures. (MJM)

ED 082 702 HE 004 744

Romine, Stephen

Significant Attributes of Effective Collegiate Instructional Climate.

Colorado Univ., Boulder. Higher Education Center.

Pub Date [73]

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Environment, College Faculty, College Students, *Educational Environment, Effective Teaching, *Higher Education, *Instructional Improvement, Instructional Innovation, *Instructional Programs, Student Teacher Relationship

This study provides data that would be useful in assessing and improving instructional climate at the university level. A total of 316 undergraduate and graduate students, representing 22 departments and colleges of the University of Colorado, completed an open-ended questionnaire. Responses were categorized into overall rank ordering of the attributes of an effective instructional climate, attribute clusters and interrelationships, interaction of personal faculty variables and responses, and interaction of personal student variables and responses. A listing of attributes of an effective instructional climate and their utilization are provided emphasizing the input-process, clusters and interacting variables, faculty-student agreement and disagreement, and a teaching-learning contract. (MJM)

ED 082 703 HE 004 745

Biggs, Donald A. Barnhart, William J.

Urban Citizens and a University after a Serious Campus Disturbance. University of Minnesota Office for Student Affairs Research Bulletin, Volume 13, Number 4, December 28, 1972.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Report No.—RB-Vol-13-No-4

Pub Date 28 Dec 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *Civil Disobedience, *Community Attitudes, *Demonstrations (Civil), *Higher Education, Research Projects, Universities

This study looks at 282 urban citizens' attitudes about campus dissent, attitudes about the legitimacy of a campus disturbance, and their satisfaction with a University soon after a serious campus disturbance. A majority of urban citizens were satisfied with the University. Their beliefs about the University were heavily related to their satisfaction. Younger, more educated citizens as well as those with more University-related experiences and those with more positive attitudes about campus freedom of expression have more positive attitudes about campus dissent. Most urban citizens did not consider the campus disturbance to be a legitimate form of social protest. Urban citizens with more positive attitudes about campus dissent and those who did not believe that many subversive activities were going on at the University were more apt to view the disturbance as a legitimate form of social protest. (Author)

ED 082 704 HE 004 746

Duval, William H., Comp. Duval, Virginia S., Comp.

An Index to Major Articles in "The Chronicle of Higher Education." Volumes VI & VII: (Covering the period from September 27, 1971, through September 10, 1973).

Virginia Commonwealth Univ., Richmond.

Pub Date [73]
Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, *Higher Education, *Indexes (Locators), *Periodicals, *Reference Materials

Identifiers—*Chronicle of Higher Education

This document is an index to major articles in "The Chronicle of Higher Education" covering the period from September 27, 1971 through September 10, 1973. Topic areas are listed along with the title, or subject of the article and the date of the issue of the "Chronicle." Articles are listed according to their chronology. For related document see ED 072 730. (MJM)

ED 082 705

HE 004 747

Miyasaki, Shuichi

A Case Study of the Army ROTC Core Curriculum and Its Implementation in the '70's.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 14 Dec 72

Note—59p.; Student Essay

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-760 423, MF-\$1.45)

Document Not Available from EDRS.

Descriptors—*Case Studies, *Curriculum Development, *Curriculum Planning, *Higher Education, *Military Personnel, *Military Training, *Research Projects

Identifiers—*Reserve Officers Training Corps, University of Hawaii

This essay examines the development of the Army ROTC core curriculum program and its implementation at the University of Hawaii, a school that has experienced anti-military sentiments. Data were principally obtained from search of laws, governmental regulations, publications and reports, newspapers, periodicals, and personal interviews. The principal conclusion is that this curriculum has been successfully integrated into the student's academic program without loss of graduates. (Author/MJM)

ED 082 706

HE 004 750

Music in Higher Education, 1972-73.

National Association of Schools of Music, Washington, D.C.

Pub Date 73

Note—53p.; A summary of information from the annual reports of member institutions of the National Association of Schools of Music

Available from—National Association of Schools of Music, Suite 650, One Dupont Circle, Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Annual Reports, *Higher Education, *Music, *Music Activities, *Music Education, *Statistical Data

This booklet summarizes the 1972-73 annual reports of member institutions to the National Association of Schools of Music (NASM). Of the 398 institutional members of NASM in 1972-73, 355 (90%) submitted annual reports. Statistical data are presented for enrollments and degrees awarded in the undergraduate, master's, post-master's (nondoctoral) and doctoral level; operational expenditures; faculty; ratios for music majors per faculty member, faculty salary per music major, music majors per practice room; administration; and new music facilities. (MJM)

ED 082 707

HE 004 751

Farver, Albert S. And Others

Longitudinal Predictions of Black and White University Student Grades.

Maryland Univ., College Park. Cultural Study Center.

Report No.—UM-RR-4-73

Pub Date 73

Note—23p.; Portions of this study were presented at the National Council on Measurement in Education Annual Meeting, New Orleans, February 28, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Caucasian Students, *College Students, *Grade Prediction, *Grades (Scholastic), *Higher Education, *Negro Students, *Predictive Measurement, *Research Projects

The purpose of the study was to compare prediction of freshman, sophomore, junior and senior year grades for black and white students by sex for new freshmen who entered College Park in fall 1968 and 1969. Predictors were SAT-Verbal and Math and high school grades

(HSGPA) using multiple regression equations. Results showed that many different patterns of prediction for different race-sex subgroups emerged. For instance, HSGPA is less useful in predicting grades beyond the freshman year and is a consistently poor predictor for black males. Black males were the least predictable and white females were the most predictable subgroup. The results were discussed in terms of past research and alternative predictors for subgroups. The writers conclude that predicting grades beyond the freshman year is useful and that separate prediction equations for race-sex subgroups should be employed. As more black students enter colleges and universities, this area of research should continue and the employment of experimental predictors should be attempted. (Author)

ED 082 708

HE 004 752

Miyares, Javier And Others

Expectations of Black and White University Freshmen.

Maryland Univ., College Park. Cultural Study Center.

Report No.—UM-RR-7-73

Pub Date 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Caucasian Students, *College Environment, *College Freshmen, *Expectation, *Higher Education, *Negro Students, *Research Projects, *Student Attitudes

Identifiers—*College and University Environment Scales

The research literature is full of studies about attitudes of black students toward white students and vice versa, but more often such studies lack generalizable measures and contain methodological problems. This study was concerned with a standardized measure of university student perceptions and expectations (College and University Environment Scales CUES), thought to be appropriate for administering to black and white freshmen attending a large, predominantly white university. Means and standard deviations and the 66 plus -33 minus scale scores were reported for each sample. Differences between black and white CUES scale scores were determined using t at the .05 level. Black freshmen expected more Practicality and Propriety and less Awareness using the mean scoring method. Similar results occurred with the 66 -33 minus method except Propriety just missed being significant. A discussion of the results was presented and research questions suggested. (Author)

ED 082 709

HE 004 753

Swenson, Leland C.

Applications of Contingency Management Principles to the College Classroom: The Con Game Project.

Pub Date 73

Note—7p.; Paper presented at the Western Psychological Association meeting, Spring 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Behavior Change, *Class Management, *Classroom Environment, *College Students, *Higher Education, *Productivity, *Research Projects

A system of teaching based on the principles of the Token economy was developed. This system allowed students to choose not only the pace at which they would advance through a curriculum but also allowed them the choice of output mode (paper versus tests) and areas of concentration. By rewarding student participation in helping to find educational resources and in supervised grading, it was possible to run individualized courses without resort to paraprofessors. Responses to standardized professor evaluation forms were noticeably superior to either concurrent control classes or previous control courses. In the two courses for which results are reported either significant increases in student productivity or shifts in student responses to evaluation forms from too hard to too easy for the same work output were found. It was suggested that the reported learning-theory based class format of the point system might allow both effective teaching and a flexible, creative educational environment. (Author)

ED 082 710

HE 004 755

Westbrook, Franklin D.

Occupational Attitudes Available to the Community College Trained: A Reverse Transfer Manual for Counselors and Academic Advisers.

Maryland Univ., College Park. Counseling Center.

Report No.—UM-RR-5-73

Pub Date 73

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Choice, *Community Colleges, *Counseling, *Educational Change, *Higher Education, *Student Mobility, *Transfer Students

Identifiers—*University of Maryland

Kuznik (1972) completed a study of community college populations and found that there is a rapidly growing number of students enrolled who were formerly enrolled in 4-year colleges and universities (reverse transfers). Impressively large percentages of the reverse transfers (38% males and 40% females) were continuing with their vocational plans, but even larger percentages of them either planned to enter a new field or did not have definite vocational plans (45% males and 44.5% females). Above 30% of the males and above 25% of the females complained of getting no assistance in making their transfers, and very similar percentages of the two groups of reverse transfers were either negative or bitter about their experiences at the 4-year institutions. A survey was made of the 16 Maryland public community college academic and vocational programs and a manual was written to assist counselors and academic advisers with their efforts to help students exiting Maryland 4-year colleges and universities find appropriate academic placement in Maryland public community colleges. Holland vocational codes were used to show similarities between occupations available to those trained at community colleges and occupations that are normally acquired by graduates from 4-year institutions. (Author)

ED 082 711

HE 004 756

Christensen, Kathleen C. Sedlacek, William E.

Diagnostic Use of Holland's Self-Directed Search with University Students.

Maryland Univ., College Park. Counseling Center.

Report No.—UM-RR-4-73

Pub Date 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, *College Students, *Counseling, *Counseling Services, *Educational Diagnosis, *Educational Objectives, *Higher Education, *Individual Counseling, *Self Evaluation, *Student Evaluation, *Student Placement

Identifiers—*Self Directed Search

This study explores the use of a self-counseling device, Holland's Self-Directed Search (SDS), as a diagnostic tool in identifying students who have encountered difficulties in college but persist in their attendance when they may have been better suited to vocational training programs. Thirty-seven students in the University of Maryland Office of Intermediate Registration (OIR) who met the above criteria were compared on the SDS with a random sample of 37 students entering the University at the same time. Results indicated that the OIR students received more "realistic" codes on the SDS, indicating a greater interest in such occupations as electrician, repairman, truck driver, mechanic, etc. Results were discussed in terms of their implications for self-counseling and in providing a diagnostic tool to indicate alternative educational routes for students who would otherwise attend the University. (Author)

ED 082 712

HE 004 757

Herman, Michele Harway Sedlacek, William E.

Female University Student and Staff Perceptions of Rape.

Maryland Univ., College Park. Counseling Center.

Report No.—UM-RR-11-73

Pub Date 73

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, *College Students, *Crime, *Females, *Higher Education, *Research Projects, *Socially Deviant Behavior, *Student Attitudes, *Violence

Female university student and staff perceptions of rape at the University of Maryland were examined with the aid of an anonymous questionnaire on attitudes and perceptions of rape. A randomly selected sample group included 100 female students and 25 female classified employees.

Results showed a 64% return rate was achieved despite many follow-up attempts, and subjects tended either to be enthusiastic or declined to participate. Results showed that 61% of respondents felt the University does not provide enough security, and 15% said they knew someone who was a victim of rape. One-third of the sample believed rape victims are brutally treated by police, and over half felt the penalties against rape are rarely enforced. However, only 5% would not call the police if raped and 1% would not seek medical help. A 6-item bibliography is included. (MJM)

ED 082 713 HE 004 758

Woolfolk, E. Oscar, Comp. Jones, Sherman, Comp.

Curriculum Change in Black Colleges: A Report on the Cooperative Academic Planning Curriculum Development Workshop (Bishop College, Dallas, Texas, June 12-23, 1972).

Institute for Services to Education, Washington, D.C.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, *Educational Change, *Higher Education, *Negro Colleges, *Negro Education, Workshops

This report includes presentations of various speakers at the second of four conferences entitled "Curriculum Change in Black Colleges." Presentations in Part I concern the black college as a manpower resource delivery system; innovation in undergraduate education; general education and full educational equality; institutional research: a basis for curriculum change; and the implications of Minnesota Metropolitan State to black colleges. Presentations in Part II are in the form of seminars on educational systems and concern inquiry-centered teaching, accountability-based learning environment systems, the academic skills center, and the developmental perspective in higher education. Part III includes abstracts of documents prepared under supervision of consultants by 22 of 23 participating colleges. A related document is HE 004 759. This document was published through the Technical Assistance Consortium to Improve College Services (TACTICS). (MJM)

ED 082 714 HE 004 759

Woolfolk, E. Oscar, Comp. Jones, Sherman, Comp.

Curriculum Change in Black Colleges: A Report on the Cooperative Academic Planning Curriculum Development Conference (Atlanta, Georgia, April 19-21, 1972).

Institute for Services to Education, Washington, D.C.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C.

Pub Date May 72

Note—191p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, *Curriculum Development, *Educational Change, *Higher Education, *Negro Colleges, *Negro Education

This report includes the presentations of the various speakers at the first of four conferences entitled "Curriculum Change in Black Colleges." Presentations concern the need for a new college; a focus of curriculum redesign in the black college; new directories in black colleges; deparochializing general education; some basic issues of general liberal education; black college renaissance: an academic blueprint for the new black student; developments in non-traditional study; factors affecting effective curriculum developments; and implementation of curricular change. A related document is HE 004 758. This document was published through the Technical Assistance Consortium to Improve College Services (TACTICS). (MJM)

ED 082 715 HE 004 760

A Report of a Survey of Federal Support for Fifty-Four Black Colleges, Fiscal Years 1971 and 1972.

Moton Coll. Service Bureau, Washington, D.C.

Pub Date 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Economics, *Educational Finance, *Federal Aid, *Financial Support, *Higher Education, *Negro Colleges

This report examines federal aid to a representative sample of predominantly Black institutions participating in the program of the Moton College Service Bureau. Inquiries were made of each of the 83 member institutions requesting information concerning the number of proposals submitted to federal agencies during FY 1971 and 1972 and the number funded for the same period. Responses of a sample of 54 institutions indicated proposal activity has increased dramatically. Of the institutions surveyed, 630 requests were submitted in FY 1971 and 813 in 1972. These institutions submitted 183 more proposals in 1972 than the previous year, an increase of almost 4 per institution. The increase in federal funds to \$100 million for FY 1972 from approximately \$80 million in 1971 represents a \$20 million increase in support. The average amount of increase for all institutions was \$1.5 to \$1.8 million. Only one institution reported a decrease in federal support. This document was published through the Technical Assistance Consortium to Improve College Services (TACTICS). (Author/PG)

ED 082 716 HE 004 761

Plans Beyond High School. A Statewide Survey of Florida High School Seniors Fall 1972.

State Univ. System of Florida, Tallahassee.

Pub Date Sep 73

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, Career Choice, College Bound Students, *Educational Objectives, *High School Students, *Occupational Aspiration, Occupational Surveys, Questionnaires, Secondary School Students, *Seniors, Work Life Expectancy

Identifiers—*Florida

In the fall of 1972, 80,277 seniors in the public and private schools of Florida responded to a questionnaire titled "Plans Beyond High School." The survey instrument contained items relating to the students' intended courses of action subsequent to graduation. Responses of the students to the questionnaire items in terms of frequencies and percentages are reported. Results indicated a decline in the percentage of the senior classes indicating an expectation to enroll the following fall in a college or university on a full-time basis. This drop in stated plans was accompanied by a drop in the percentages of high school classes actually entering college. Results are categorized according to composition of high school class by race and sex, trends in post high school plans by sex and race, trends in types of institutions named by students, level of family income, intended plans versus actual courses of action, and noncollege bound respondents. Statistical data are included. (MJM)

ED 082 717 HE 004 763

State Financial Assistance to Private Higher Education.

Bivens and Associates, Inc., Dover, Del.

Spons Agency—Delaware State Higher Educational Aid Advisory Committee, Wilmington.

Pub Date Jun 73

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Finance, Educational Objectives, *Financial Support, *Higher Education, *Private Colleges, *State Aid, State Schools, Statewide Planning

Identifiers—*Delaware

This study has been directed toward the determination of the scope and nature of state financial assistance to private higher education institutions in the various states. An evaluation and analysis of the data collected for this project leads to the following conclusions: (1) Private higher education institutions in Delaware as well as in other states provide a valuable service and have a role to play in meeting the educational needs of Delaware students. (2) It is in the highest public interest to preserve the vitality of Delaware's private colleges. (3) A precedent has already been established for public assistance to students in Delaware based on the provision of scholarships to students pursuing courses of study in special areas. (4) Thirty-five states have established some type of public financial assistance for private higher education clearly demonstrating the need for such a program. (5) The most common method of state financial aid to private higher education is by means of aid to students. A recommendation of the study states that consideration should be given to some form

of financial assistance to private higher education in Delaware in the future. (Author/PG)

ED 082 718 HE 004 772

Response to the Report of the Commission on

Post-Secondary Education in Ontario.

Council of Ontario Universities, Toronto.

Report No.—COU-73-4

Pub Date 1 Oct 73

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Standards, Administrative Organization, Certification, College Administration, *Educational Finance, Educational Objectives, *Educational Planning, *Government Role, *Higher Education, Policy Formation

Identifiers—*Canada

This document written by the Council of Ontario Universities (COU) is a response to the Report of the Commission on Post-Secondary Education in Ontario. The general introduction presents two principles that are considered important in discussing the report: social responsiveness and quality. The best form of social responsiveness is to ensure the preservation of the highest quality of all forms of postsecondary education. The problem is that the quality of education may take second place to the administration of services, or that education in the university will take place in spite of, and not because of, the elaborate bureaucratization of postsecondary education. After studying the final version of the Commission's report, the COU isolated a few subjects of particular importance to discuss comprehensively in this document. These matters are as follows: the place occupied by high standards of quality in the Commission's priorities; the structure of the system; the financing; student aid; and the place of examinations in licensure for professional practice. (Author/PG)

ED 082 719 HE 004 805

Newman, Frank And Others

National Policy and Higher Education. Report of a Special Task Force to the Secretary of Health, Education and Welfare.

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Oct 73

Note—245p.

Available from—MIT Press, Massachusetts Institute of Technology, 28 Carleton Street, Cambridge, Massachusetts 02142 (\$3.95)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bibliographies, Educational Accountability, *Educational Policy, *Federal Government, Financial Support, Government (Administrative Body), *Government Role, *Higher Education, *Post Secondary Education

This report focuses on the role of the federal government as the chief vehicle for the expression of the national interest in postsecondary education. It is addressed not only to federal officials but to all those concerned with questions of national educational leadership. Two over-riding themes dominate. First, in addition to supporting access to college, and subsidizing research and manpower training in various areas, the federal government must shift its concern from encouraging growth to a new concern for effectiveness throughout postsecondary education. Second, the federal government must develop a new concern for the form of public support, for how decisions are made, and for the purposes to be achieved, in order to preserve conditions under which postsecondary education can remain viable and responsive. Attention and analysis must be focused not only on the levels of public support for postsecondary education, but on the purposes and forms of federal and state involvement as well. After the foreword and introduction, this document is divided into six sections: (1) The Implications of the Egalitarian Commitment; (2) The End of Guaranteed Social Mobility; (3) New Requirements for Effective Education; (4) New Political Realities; (5) The Federal Presence in Higher Education; and (6) The Federal Role in Postsecondary Education. An extensive bibliography is included. (Author/PG)

JC

ED 082 720

JC 730 220

Cruz, Rodolfo Segura, Roberto

The Potential Application of the Model Learning Concept to a Chicano Studies Curricula in the Community Colleges. Final Report.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-2-J-035

Pub Date Aug 73

Contract—OEC-X-72-0028(057)

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Education, Community Colleges, *Community Resources, *Educational Innovation, Educational Theories, *Ethnic Studies, *Mexican Americans, Post Secondary Education, Program Descriptions, *School Community Programs

Identifiers—*Modal Learning Concept

The primary purpose of this study was to explore the possibility of combining existing resources of the community and the community college system in an educational program that can provide maximum latitude for individual abilities and interests of students involved in the Chicano Studies area. Current literature on innovative programs in higher education, such as the Union for Experimenting Colleges and Universities, was reviewed. Two site visits were conducted, one to Degandawidh-Quetzacoatl University in Davis, California, and the other to Miami Data Community College in Miami, Florida. Results indicated that a major problem exists in the Modal Learning Concept in that many community college educators surveyed believe that they are already implementing innovations that combine existing community resources. A seminar with community college Chicano Studied directors and administrators is recommended to increase their understanding of the Modal Learning Concept. It is felt that, with good salesmanship, educators can be convinced that their innovations can be improved. Such a change would be facilitated by the creation of an environment by administrators that would encourage experimentation and would allow for possible subsequent failure. (Author/KM)

ED 082 721

JC 730 221

Holderfield, H. M. Brown, Frank D.

Institutional Responsibility in the Development of Faculty Dismissal Criteria.

Florida State Univ., Tallahassee. Dept. of Higher Education.

Pub Date Aug 73

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Community Colleges, Educational Research, Evaluation Criteria, *Failure Factors, *Institutional Administration, Junior Colleges, *Laws, Legal Problems, Post Secondary Education, State Surveys, *Teacher Dismissal, Technical Reports

Identifiers—Michigan, Texas

Faculty termination criteria of community/junior colleges in Texas and Michigan were studied, and case law was researched to determine how definitive the criteria need to be and how the courts have interpreted general criteria. In Texas, 37 public two-year colleges were surveyed, with 25 replying. Of these, 11 institutions supplied policy statements that were basically a restatement of the Coordinating Board, Texas College and University System, criteria with one or two additional institutional criteria. These criteria for dismissing both a faculty member and a probationary faculty member are: (1) the demonstration of professional incompetence, (2) the demonstration of moral turpitude, and (3) the gross neglect of professional responsibilities. A list is compiled of the dismissal criteria of the 25 colleges. In Michigan, 29 public community/junior colleges were surveyed, with 20 responding. Of these 20, 7 have criteria of various degrees of specificity. The faculty dismissal criteria for these seven institutions are listed. Case law and the most common dismissal criteria are discussed from the standpoints of: legal basis for institutional development of dismissal criteria, courts' interpretation of dismissal criteria, the interpretation of case law. A case law perspective of the dismissal of nontenured faculty is then discussed

as related to the rights of nontenured personnel in a termination. Finally, a case law perspective of the dismissal of tenured personnel as a response to financial exigency is presented. An annotated bibliography prepared from a computer search of ERIC materials concludes the report. (DB)

ED 082 722

JC 730 222

Schmidt, George A., Jr.

A Nationwide Study: State-Level Coordination of Student Personnel Services in Community Junior Colleges.

Center for State and Regional Leadership, Florida.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date [72]

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Community Colleges, Data Analysis, Data Collection, *Interagency Cooperation, *National Surveys, Post Secondary Education, Questionnaires, Staff Utilization, State Agencies, *Student Personnel Services, Technical Reports

Identifiers—Puerto Rico, United States

During the Spring of 1972, a survey was conducted of state agencies for community/junior colleges in the 50 states and Puerto Rico. The purposes of the survey were to: (1) determine if the agency had designated staff with exclusive or primary responsibility for providing administrative services to local student affairs staffs; (2) determine academic and professional background of state-level student personnel services staff; (3) determine the nature of the state agency staff's organization; and (4) develop a useable directory of personnel at the various agencies to facilitate interstate communication and cooperation. A questionnaire, designed for the survey, contained questions in three major areas: Staffing, Administrative Organization, and Relationships with other Agencies. The questionnaire was distributed to the chief state officer for community colleges. Five states did not respond. Results of an analysis of the questionnaire data showed that: (1) 21% of the state agencies had one or more staff members who routinely were engaged a percentage of his time in student affairs; 10 of the 24 professional held the doctorate, 3 held advanced master's degrees, 10 had a master's degree, and 1 had a bachelor's degree; (2) 22 agencies had made provision for regular meetings of the chief student affairs officers of the colleges, and 11 states have established formalized councils; meetings are held to exchange information, make recommendations, and provide for in-service training; and (3) the student affairs staff member seems to relate most frequently to the Vocational/Technical Education Division, Pupil Personnel or Guidance Division, and State Financial Aid Agency. (DB)

ED 082 723

JC 730 223

Clampitt, Joyce, Ed.

Legal Implications of Personnel Management. Proceedings of the Annual Summer Workshop, Southeastern Community College Leadership Program (12th, Tallahassee, Florida, July 18-20, 1973).

Florida State Univ., Tallahassee; Florida Univ., Gainesville.

Pub Date Jul 73

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Chief Administrators, *College Administration, *Community Colleges, Conference Reports, Leadership Training, *Legal Responsibility, *Management Education, *Personnel Management, Post Secondary Education, Summer Workshops

The 12th Annual Summer Workshop, Southeastern Community College Leadership Program, focused on "first-level managers" and on the increasing role of the courts in the day-to-day operation of the college. The first session of the workshop was a video-tape presentation entitled "Legal Implications of Personnel Management." These proceedings provide presentations made at the workshop. The first is a panel presentation "Case Law Research on Faculty Evaluation Criteria," which included the following papers: "Guidelines for Employment Policies, Contracts, and Separation Procedures for Nontenured Community College Teachers" by Dr.

Ernest T. Buchanan, III; "Faculty Dismissal from the Perspective of the Practicing Attorney" by Philip S. Parsons; and "How Definitive Do Dismissal Criteria Need to Be?" by Horace M. Holderfield. The remaining presentations are: "The Community College and Criminal Courts" by Judge James E. Joanos; "Institutional Legal Context: Purpose and Objectives" by Dr. James L. Wattenbarger; "Legal Implications of Personnel Management" by Dr. W. J. Mann; and "First Level Management of the Community College" by Dr. Albert B. Smith. A Summary of Participant Feedback is provided, and the workshop participants are listed. (DB)

ED 082 724

JC 730 224

Brossman, Sidney W.

California Views Toward Statewide Governance of Community Colleges.

Center for State and Regional Leadership, Florida.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Sep 73

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Governance, *Master Plans, *Post Secondary Education, Program Development, *State Colleges, Technical Reports

Identifiers—*California

The Master Plan for Higher Education for the state of California is examined in its relationship to the community colleges of that state. The sections of this monograph are as follows: Community College Characteristics; Enrollment Growth; Board of Governors of the California Community Colleges; Two-Year Institutions; Local Control; Coordinating Council for Higher Education; proficiency levels any developmental courses that must be taken before the student and Number of Campuses; Goals, Purposes and Priorities; Who Should Determine Which Goals?; Role of Manpower Projections; Accountability Consistent with Goals of Post-Secondary Education; Is There a Quantifiable Product or Output of Post-Secondary Education?; Who Is Post-Secondary Education for?; and What Assumptions about Society and its Future Should Underlie Statement of Goals and Purposes of Post-Secondary Education? (DB)

ED 082 725

JC 730 225

Richardville, Jerry And Others

A Decision-Making System for the Career Information Center at Tallahassee Community College.

Pub Date 29 May 72

Note—31p.; Paper submitted in Course 553, Florida State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Career Planning, *Community Colleges, *Decision Making, Post Secondary Education, *Self Help Programs, Student Developed Materials, Systems Approach, Technical Reports, *Vocational Counseling

Identifiers—Career Information System, *Tallahassee Community College

A system for aiding students at Tallahassee Community College in using the Career Information System in vocational planning was developed. The system allows the students to serve themselves with minimum counselor intervention. In behavioral terms, the system should enable the student to: (1) place himself in one of the six client categories; (2) assess his attitudes, abilities, interests, preferences, physical and social characteristics; (3) locate current information relevant to his needs; (4) identify various realistic alternative plans; (5) list the alternative in a hierarchy of preference; (6) choose from the hierarchy alternative plans to pursue; (7) identify steps necessary in taking action to achieve goal; and (8) recognize the need to review plans and goals periodically to check progress. The progression of the steps through which the student goes at the CIC are outlined. Recommendations are given in relation to reorganization of materials at the CIC, resource people, testing, publicity, and costs. Appendixes provide: General Guide to TCC-CIC Induction, General Outline of Pamphlets, Decision-Making Model Script, CIC Experience Evaluation Sheet, Self-Assessment Checklist, and Future Group Guide. (DB)

ED 082 726

JC 730 226

Benson, Laurence L.

Preliminary Study of Counseling Services for Evening Students at Tallahassee Community College.

Pub Date Mar 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Community Colleges, Data Collection, *Evening Counseling Programs, *Evening Students, Post Secondary Education, Questionnaires, *Student Attitudes, Student Characteristics, Technical Reports

Identifiers—*Tallahassee Community College

To identify characteristics of Tallahassee Community College evening students and to ascertain their attitudes toward and perceptions of counseling services, questionnaires were administered to 16 evening classes. A total of 276 valid questionnaires were obtained. The results of analysis of the questionnaire data showed that TCC evening students were similar to those students attending other two-year colleges, and that the evening students perceived a need for counseling, especially for academic advisement and vocational guidance. The house preferred for counseling services were 5 to 7:30 p.m. Monday through Thursday. A model for evening counseling services at the college, designed from the questionnaire data, is provided in an appendix. The questionnaire used and a list of the classes selected for the study are also provided in appendices. (DB)

ED 082 727

JC 730 227

Swofford, Ronald Swofford, Joyce C.

Developmental Studies in North Carolina and Virginia: A Constant Search for Anything That Will Work.

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Entrance Examinations, *Community Colleges, *Developmental Programs, Post Secondary Education, Questionnaires, *Remedial Programs, *School Surveys, Student Placement, *Technical Institutes, Technical Reports

Identifiers—North Carolina, Virginia

Replies to a questionnaire relating to developmental programs in 40 community colleges and technical institutes in North Carolina and Virginia are provided. The questions that comprised the questionnaire were: (1) Describe your procedure for determining the math and English proficiencies of entering freshmen; (2) Do you require for those students who do not meet the proficiency levels any developmental courses that must be taken before the student can enroll in the scheduled courses for his particular curriculum? Please explain; (3) Describe your developmental studies program; (4) What kind of changes have you made in your developmental programs since you began operations?; (5) Do you anticipate any changes in your developmental studies program that might generate more success than you already have? If so, what kind of changes?; and (6) Has a terminal program for mature adults who have few or no skills in reading, writing, and arithmetic been adapted from your developmental studies program? If so, how was it done? And if not, do you think one would work? (If you have such a program, how would you treat a graduate of this terminal program who then desired to enter either a vocational or transfer curriculum, and who still didn't meet the proficiency requirements in verbal or math skills to the extent needed in the desired curriculum? Results of the survey showed that there were almost as many different programs and methods as there were schools. Most were, however, similar in their emphasis on secondary and elementary-level English, reading, and math. Several schools also reported remedial programs in other fields. (DB)

ED 082 728

JC 730 228

Lane, Mervin

Clustering: A Synergetic Approach to Learning.

Spons Agency—Santa Barbara City Coll., Calif.

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cluster Grouping, Guides, *Instructional Innovation, *Junior Colleges, *Learning Processes, Post Secondary Education, Teacher Role, *Teaching Techniques

The clustering technique of instruction is described. Clustering is defined as "an active

group exchange and/or interchange of three or more people that center their attention around a particular objective." There are multiple and expansive cluster shapes that can be used by a class for receiving and offering ideas and information. The most important role and function of the instructor in the cluster concept is one of collation. This involves bringing together what has been interchanged, and tying in the cluster activities and discussions. The procedure is not synergetic unless there is an attempt at synthesis. Examples of material around which clustering can operate effectively, which show that the synergetic involved permits more learning to take place, are: questions and question-sheets, problems and topics, papers and handouts, and evaluation and grading. Nineteen guidelines for successful clustering are provided. It is concluded that when clustering is working, the student feels freer, is autonomous, yet cooperatively associated, and more constantly involved and active. Appendices provide cluster diagrams. (Appendices 4, 5, 6, and 7 were deleted due to marginal reproducibility.) (DB)

ED 082 729

JC 730 229

Wilson, David H.

Course Objectives: Electronic Fundamentals, EL16.

Saint Lawrence Coll. of Applied Arts and Technology, Kingston (Ontario).

Pub Date Aug 73

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Curriculum, *Community Colleges, *Course Objectives, *Curriculum Guides, *Electronics

Identifiers—Applied Arts and Technology, *Saint Lawrence College

The general objective, recommended text, and specific objectives of a course titled "Electronic Fundamentals," as offered at St. Lawrence College of Applied Arts and Technology, are provided. The general objective of the course is "to acquire an understanding of diodes, transistors, and tubes, and so be able to analyze the operation of single stages of amplification and diode circuits." (DB)

ED 082 730

JC 730 230

Sheldon, M. Stephen Miller, E. D.

Behavioral Objectives and Mastery Learning Applied to Two Areas of Junior College Instruction.

California Univ., Los Angeles.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No.—BR-0-I-132

Pub Date 73

Contract—OEC-9-71-0015(057)

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Algebra, *Behavioral Objectives, College Students, Control Groups, Educational Research, English Instruction, Experimental Groups, *Junior Colleges, *Learning Processes, Post Secondary Education, *Remedial Instruction, Statistical Data, *Student Testing

Identifiers—California, *Mastery Learning

Mastery learning is an approach to learning whereby students are expected to demonstrate competence of one level, or unit, of learning objectives before advancing to the next level. Most junior college instruction is group-paced, with the instructor determining the rate with which units are presented. One compromise between existing instruction and ideal mastery learning techniques is to provide specific supplementary instruction for those students who fail to master a given unit, while maintaining the group pace. The research reported focused on one form of that compromise: the effect of teaching one additional lesson per unit to those students who did not achieve mastery of that unit. Another part of the research examined the effect of providing students with detailed behavioral objectives. The research was conducted in selected English and algebra courses at five community colleges in Southern California. Dependent variables were scores on semester exam and mastery rates, as defined by the proportion of the number of students who received A's, B's, and C's to the total number enrolled. The results of the research are reported separately for the English and algebra classes. In the algebra classes, the students received testing and remediation for mastery, and they achieved significantly higher final exam

scores than control students. There was no significant difference between mastery rates of experimental and control students. In the English classes, the students who received detailed behavioral objectives scored significantly higher on their final exam than did control subjects who did not receive the objectives. (Author/DB)

ED 082 731

JC 730 231

Hawaii State Senior Center. Fourth Annual Report, July 1, 1972 to June 30, 1973.

Hawaii State Senior Center, Honolulu.

Spons Agency—Hawaii Univ., Honolulu. Honolulu Community Coll.

Pub Date 73

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, *College Role, *Community Colleges, *Community Service Programs, Post Secondary Education, *Program Evaluation, *Senior Citizens, Statistical Data

Identifiers—*Hawaii State Senior Center

The activities of the Hawaii State Senior Center during its fourth year of operation are discussed. The center, which is sponsored by the Honolulu Community College, provides health services, counseling, adult education, community service, and recreation and leisure-time activities. Enrolled membership of the center is 1,776. This annual report discusses the status of the project, statistics related to assessment of the volume of services, participant characteristics, redefining project objectives, national recognition, and problems and future directions. Appendices provide two papers by Dr. Gerald Meredith: "New Perspectives on Social Groups at the Hawaii State Senior Center" and "Test of a Hierarchical Model of Behavioral Objectives at the Hawaii State Senior Center." (DB)

ED 082 732

JC 730 232

Horvath, Ronald J.

A Study of Community College Students Who Are Graduates of Vocational Technical and College Preparatory High School Curricula (19-2017). Final Report.

Lehigh County Community Coll., Schnecksville, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Pub Date 1 Jul 73

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, College Entrance Examinations, College Students, *Community Colleges, *Comparative Analysis, *Continuation Students, Educational Background, Post Secondary Education, Statistical Data, *Student Characteristics, *Vocational High Schools

Identifiers—*Pennsylvania

The options selected by secondary school graduates with varying academic backgrounds, the intellectual characteristics of these students, and their completion/non-completion records were investigated. A comparison was made of 229 male vocational training (VT) graduates and 200 male college preparatory (CP) graduates with respect to demographic data, seven preadmissions educational variables, and achievement in college. An attempt was made to study the 229 VT graduates as they pursued community college programs in one of three areas: college career program related to their secondary school curriculum; college career program unrelated to their secondary school curriculum; or a college transfer program. The study also examined these three VT classifications with regard to demographic data, preadmissions variables, and college achievement. The subjects were enrolled in two comprehensive community colleges in Eastern Pennsylvania. Three hypotheses were tested. The two primary statistical techniques used were chi-square and univariate analysis of variance. The results of the study showed that CP and VT students tend to be similar with regard to demographic variables and to college graduation. They tend to be dissimilar with regard to preadmissions variables and to GPA. The three classifications of VT students tend to be dissimilar on demographic variables and on college achievement but are similar on preadmissions variables. Appendices to the report provide a Synopsis of Research, List of VT Curricula, and Year-by-Year Analysis of Enrollment by Curriculum. (DB)

ED 082 733 JC 730 233

Community Colleges of Vermont: Planning.
Vermont Community Colleges, Montpelier.
Pub Date [73]
Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Planning, *Community Colleges, Educational Objectives, *Educational Planning, Interagency Cooperation, Post Secondary Education, Program Planning, Publicize, Regional Planning, *Statewide Planning
Identifiers—*Vermont

Three documents are presented that deal with planning for the community college system in Vermont. "Central Vermont Regional Site Planning" discusses the populations to be served, geographic location, program emphasis, and interagency linkages. Goals, operational responsibilities, action steps, evaluation, staff responsibilities, and a time frame are covered for each of the four topics. Program priorities are listed as introduction to learning, career choices, contracting for a degree, personal effectiveness, and personal growth. In "Planning, 1973-1974, Northeast Kingdom Site," the following are discussed: (1) size of student body, (2) geographic location and expansion, (3) interagency linkage, (4) target population, and (5) educational approach. Appendices concern techniques to reach the target population; activities with interagency contacts; and student, teacher and learning support systems. "Southeast Site, 1973-74 Goals" deals with: (1) limits on the size of CCV student body; (2) vacation; (3) geographic location and expansion; (4) interagency institutional linkages; (5) the population to be served; (6) overall educational approach; and (7) commitment to instructional objectives, credits, competency-based education/documentation. (KM)

ED 082 734 JC 730 234

Contracting Handbook: Students' Step-By-Step Guide. Community College of Vermont.
Vermont Community Colleges, Montpelier.
Pub Date [73]
Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Associate Degrees, Community Colleges, Degree Requirements, Educational Objectives, *Guides, *Junior College Students, *Performance Contracts, Performance Criteria, Post Secondary Education
Identifiers—*Vermont

This handbook is designed to help the student understand how to write and complete his/her contract. The ten steps discussed are: (1) find out what CCV offers, (2) decide on a program, (3) develop your learning plan, (4) meet with your local review committee, (5) carry out your learning plan, (6) periodically review your plan, (7) complete your contract, (8) meet with your review committee, (9) final CCV review, and (10) degree is granted. Definitions of CCV terms, the learning plan form, and the contract form are appended. A sample of a completed contract is also attached. (KM)

ED 082 735 JC 730 235

Prince, John F.
Review of Educational Development District-Wide Committee Structure: Memorandum. Maricopa County Community College District.

Maricopa County Community Coll. District, Phoenix, Ariz.
Pub Date 28 Sep 73
Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Board Administrator Relationship, *Committees, *Community Colleges, Educational Administration, Educational Responsibility, Interprofessional Relationship, *Multicampus Districts, Post Secondary Education
Identifiers—*Arizona, Maricopa County

The district-wide educational committee structure of Maricopa County Community College District is elucidated. These committees fall into five categories: (1) District-wide Policy and Management Committee, (2) District-wide Service Committees, (3) District-wide Instructional Councils, (4) New Program Development Committees, and (5) Faculty Association Committees. (KM)

ED 082 736 JC 730 236

Rural Junior College Development Consortium: A Cooperative Venture of Junior Colleges in Alabama and Mississippi. Progress Report/1970-1973.

Alabama Univ., University. Inst. of Higher Education Research and Services.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C.

Pub Date 73

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Consortia, Cooperative Planning, Cooperative Programs, Educational Resources, *Interinstitutional Cooperation, *Low Income Groups, Post Secondary Education, Program Descriptions, *Rural Areas, Shared Services
Identifiers—Alabama, Mississippi

The Rural Junior College Development Consortium was formed, with the assistance of Title III, to help the six participating rural junior colleges improve the delivery of educational services to low-income students and the rural community. The six institutions are Cullman College, Northeast Alabama State Junior College, Snead State Junior College, and Southern Union State Junior College in Alabama and Wood Junior College in Mississippi. Efforts have been made to improve institutional research, programs for low-income and marginally prepared students, community services, and occupational programs. Monthly consortium meetings have been held on a variety of topics. Campus visits and tours have been conducted, and faculty and administrators have been exchanged for meetings and workshops. Several interinstitutional projects have been or are being conducted. Descriptions are provided of achievements resulting from the cooperative arrangement in each of the participating institutions. Appended is a Consortium resolution to the effect that Alabama teachers should be allowed to take freshman and sophomore courses for certification at any regionally accredited institution in the State rather than just in senior colleges and universities. (KM)

ED 082 737 JC 730 237

Perlman, Harvey S.

Legislating for Correctional Line Officer Education and Training.

American Association of Community and Junior Colleges, Washington, D.C.; American Bar Association, Washington, D.C. Commission on Correctional Facilities and Services.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 73

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associate Degrees, Community Colleges, *Educational Legislation, Employment Qualifications, *Inservice Education, *Job Training, Junior Colleges, Law Enforcement, *Police, Post Secondary Education, Promotion (Occupational), *Staff Improvement

This monograph was prepared for the Correctional Officers Educational Program, a joint project of the AACJC and the ABA Commission on Correctional Facilities and Services, which works toward the expansion of associate degree programs for line personnel through junior and community colleges. The monograph (1) considers the role of the legislature in strengthening correctional staff; (2) analyzes some approaches currently in force; (3) proposes alternative approaches; and (4) suggests strategies or tactics that corrections administrators, community and junior college educators, bar groups, and others interested in staff improvement might use in dealing with the legislature and legislators. The current legislative approaches discussed are statutory qualifications, civil service or merit systems, Department of Corrections, correctional officer standards and training commission, and local jail personnel. Copies of laws in Massachusetts, Minnesota, Illinois, and Maryland and a proposed law in California are appended. (KM)

ED 082 738 JC 730 238

Korim, Andrew S.

Improving Corrections Personnel Through Community Colleges. Final Report.

American Association of Community and Junior Colleges, Washington, D.C.; American Bar Association, Washington, D.C. Commission on Correctional Facilities and Services.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date Aug 73

Note—70p.; LEAA Grant 71-DF-1096

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associate Degrees, *Community Colleges, Educational Certificates, *Inservice Education, Job Training, Law Enforcement, *Police, Post Secondary Education, Program Improvement, *Staff Improvement, Standards

This report reflects the issues and concerns identified in a joint project of the AACJC and the ABA Commission on Correctional Facilities and Services. The activities of the project consisted on State-level meetings, field visits, surveys, and inter-regional conferences and workshops. A discussion of the correctional officer, (his characteristics, duties performed and competencies needed) serves as a base point from which implications for educational programs are identified. Conditions influencing corrections education are reviewed: the probable impact of permissive and limiting factors such as the posture of correctional agencies, the sensitivity of State criminal justice planners, priorities of funding sources, the profile of the existing correctional officer, and the internal makeup of the college. In a chapter on approaches to corrections education, several existing alternatives, which reflect the limiting and permissive factors, are analyzed. Improvements discussed at the conferences are suggested. A chapter is devoted to suggested standards for improving educational programs to prepare and upgrade correctional officers, one of the most frequent concerns of the meetings and workshops. The standards, by the very nature of the complexities of improvements in corrections education, address State planning, the career structure, incentives to line officers, curriculum matters, and legislation. (Author/KM)

ED 082 739 JC 730 239

Johnson, B. Lamar

UCLA and Community Colleges: Partners in Higher Education. A Memorandum to Charles E. Young, Chancellor, University of California, Los Angeles.

California Univ., Los Angeles. Graduate School of Education

Pub Date 73

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Programs, *Community Colleges, Higher Education, *Institutional Research, *Interinstitutional Cooperation, Post Secondary Education, Program Descriptions, *State Universities
Identifiers—*California

The purpose of the exploratory survey reported here is to identify and describe some of the existing programs and activities at UCLA that are directed toward and related to community colleges and, to a lesser extent, to note other developments at UCLA that might have relevance for two-year colleges. The report is divided into six sections. Following the introduction, Section II deals with areas of emphasis in community college activity at UCLA. Section III covers UCLA agencies that give a notable emphasis to community college programs and activities. Section IV identifies developments at UCLA with potential relevance to the community college. Section V reports on a miscellany of community college activities at UCLA. The final section consists of recommendations and a conclusion. (Author/KM)

ED 082 740 JC 730 240

Harper, Jane

Individualized Instruction and the Students Who Need It Most.

Pub Date 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cognitive Processes, *Competitive Selection, Criteria, *Individualized Instruction, *Individualized Programs, Post Secondary Education, Student Characteristics, Student Needs
Identifiers—Cognitive Style

Due to cost factors, an educational institution may be willing to finance an individualized instructional system for only part of its student population. Three approaches to selectivity in individualization have been suggested: individualizing the most advanced courses, the first-year courses, or selecting those students who can profit from an individualized program. The third appears most reasonable in terms of potential benefit, but no means of selecting these students have been suggested. Data show that students in the outer extremes in mental ability benefit more

from a self-paced program than those in the middle. Students could, therefore, be selected for an individualized program on the basis of a test of mental ability or aptitude. The cognitive style maps of students can also be used as a criterion for selection. Research indicates that certain elements must be present in one's cognitive style map to profit from independent study, programmed materials, and individual tutoring sessions: (1) theoretical auditory linguistic; (2) theoretical visual linguistic; (3) qualitative code synectics (knowledge of oneself) and qualitative code ethic; (4) an individual cultural determinant; (5) magnitude processes of deriving meaning; and (6) relationship processes of deriving meaning. (Author/KM)

ED 082 741 JC 730 241

Schusterelli, Roger Clinton

A Study of Freshman Composition Programs in Texas Two-Year Institutions of Higher Learning.

Pub Date Aug 73

Note—84p.; Master's Degree, University of Texas, Austin

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *College Language Programs, Community Colleges, *Composition (Literary), Junior Colleges, Masters Theses, *Post Secondary Education, Program Content, *Surveys, *Teaching Methods, Technical Institutes

A study of the three aspects of composition in freshman English programs with regard to five groups of students in Texas two-year institutions of higher learning was conducted. The three aspects of composition were the aims, forms and media; and the five students groups were transfer, terminal technical/commercial, adult and remedial. Aims were defined as explanation/thesis, persuasion, creativity and self-expression. Description, narration, exposition, and argumentation were the forms. Media included writing, speech, art/photography and dramatization/film. A 70-item questionnaire was constructed and sent to 60 two-year Texas schools. Thirty-eight schools participated. Raw responses were converted into percentages, and mean and standard deviation were computed for the analysis of the three parts of composition in regard to the five student groups. Results included the following: (1) for 63 0/0 of those responding, over half of their program was concerned with transfer students; (2) 99.4 0/0 reported composition assignments with the aim of explanation/thesis, 92.8 persuasion, 75.6 creativity, and 85.2 self-expression; (3) 91.6 0/0 indicated assignments utilizing description, 79.2 narration, 98 exposition, and 92.8 argumentation; (4) all respondents reported written composition assignments; 84 0/0 used speech, 28.2 used art/photography, and 33 dramatization/film. It was concluded that most of the data was valid, with certain exceptions. (Author/KM)

ED 082 742 JC 730 242

Greenberg, Barry Tuckfield, Gloria

An Investigation of the Differences Between "Successful" and "Unsuccessful" Students in Trigonometry, at Miami-Dade Community College, South Campus.

Miami-Dade Junior Coll., Fla.

Pub Date Jul 73

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Mathematics, Community Colleges, *Failure Factors, *Institutional Research, Mathematics Education, Post Secondary Education, *Student Characteristics, *Success Factors, *Trigonometry

Research was conducted to develop a means of identifying, upon entry into the course, the students most likely not to succeed in trigonometry, with the intention of using the prediction to apply an intervention strategy. A 64-item questionnaire was developed and administered to a sample of students enrolled in the course in the winter 1973 semester, and eight items were selected from the questionnaire for inclusion in a stepwise discriminant analysis. The analysis showed that the variables which contributed most to discriminating between successes and failures were cumulative Miami-Dade GPA, Florida Twelfth Grade total score, FTG math score, and whether the student had made a career choice or not. A second discriminant analysis showed that the best prediction resulted from the use of cumulative GPA as a single factor. According to the findings, a student

with a cumulative GPA of 2.60 or over is likely to succeed in the course in 83 0/0 of the cases. (KM)

ED 082 743 JC 730 243

Learning Support System. Vermont Community College; Northeast Kingdom Site.

Vermont Community Colleges, Montpelier.

Pub Date Sep 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, *Educational Administration, Instructional Systems, Management Systems, *Models, Post Secondary Education, *Program Coordination, *Program Planning, Staff Role, Staff Utilization

A learning support system is described which consists of the following phases: (1) pre-decision-to gather information and make decisions about courses so that by the end of the phase a clear listing of courses is generated; this phase consists only of Staff and Maintenance functions; (2) pre-service-to make all arrangements necessary for the operation of courses so that by the end of the phase courses are set to begin; (3) in-service-to provide support and guidance to teachers and students such that courses will be successfully completed, teachers will improve their teaching, and students will articulate and meet their learning objectives; and (4) post-service-to gather information and make decisions such that students and teachers feel a sense of completion and planning can continue; all functions are carried out by staff as a whole. Roles and functions are described. (KM)

ED 082 744 JC 730 244

Hunter, Walter E., Comp.

Implementing a Systems Approach to Instruction within the Community College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 10 Oct 73

Note—99p.; 1973 E. P. D. A. Part E. Summer Institute

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, *Conference Reports, *Instructional Improvement, *Instructional Systems, Junior Colleges, Post Secondary Education, Summer Institutes, *Systems Approach, Systems Development

Material presented at a 1973 E. P. D. A. Summer Institute on Implementing a Systems Approach to Instruction is assembled here: (1) Implementation of an Instructional System, (2) Dissemination of Instructional Systems, (3) Consortia and the American Community Junior College, (4) Instructional System for General Chemistry, (5) Activities of the Chemistry Group, (6) Activities of the Communication Skills Group, (7) Validation Report on Experimental Use of Common Skills Material, (8) Fundamentals of Mathematics, (9) Mathematics Sub Group, (10) Psychology System, (11) Introductory Psychology, and (12) Office Simulation. Participant statements, a list of participants and consultants, and evaluation report forms are also included. (KM)

ED 082 745 JC 730 245

Wynn, John T.

A Study of Selected Aspects of Centralization versus Autonomy in the Administration of Multi-Campus Two-Year Colleges.

Pub Date Apr 73

Note—100p.; Ph.D. Dissertation, University of Southern Mississippi

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Administration, Data Analysis, Data Collection, Doctoral Theses, *Educational Research, *Governance, *Junior Colleges, Post Secondary Education, *Questionnaires, Research Methodology

Identifiers—*Multicampus Two Year Colleges

The development of MCTYI (multicampus two-year institutions) represents a contemporary effort to solve the problems of population impact, economic and social necessity. This study was designed to determine the current placement of management authority and responsibility, to determine suggested changes in the placement of management authority and responsibility, and to generally describe the campus chief executive as well as the institution. All 235 NCTYI identified in the "1971 Junior College Directory" were included in this study. Replies from 154 provide the basis for the conclusions drawn. To determine the extent of campus autonomy, a questionnaire

listing 21 functions was used. It was concluded that: (1) each of the four types of MCTYI operate differently in terms of the overall placement of management authority and responsibility; and (2) if changes do take place in accord with changes suggested by campus chief executives, more of the 21 functions will be placed at the campus level. A copy of the questionnaire is provided. (Author/DB)

ED 082 746 JC 730 246

Community Oriented Educational Planning for Programs and Facilities in a Community College. Model-Cities-Related Comprehensive Planning Project, July 1, 1972-June 30, 1973.

Delaware Technical and Community Coll., Wilmington.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Academic Facilities.

Pub Date 73

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Planning, *Community Action, *Community Colleges, Educational Planning, *Institutional Research, Planning (Facilities), Post Secondary Education, *Program Development, School Community Relationship, Seminars, Technical Reports

Identifiers—*Delaware Technical and Community College

This final report of the Model-Cities-Related Planning Project discusses its development direction and performance with regard to services and programming for the Urban Campus of Delaware Technical and Community College. The project activities were focused on the following objectives: (1) developing a comprehensive community college with strong emphasis on acquiring occupational skills and knowledge; (2) providing programmatic flexibility to allow for constantly changing educational needs and ability levels; (3) developing a strong guidance system to help students attain realistic, personal, educational, and occupational goals; (4) promoting the integration of instruction, guidance, and administration to facilitate and accommodate students' changing interests and needs; (5) increasing individual ability to contribute to the economic base of the community; and (6) promoting programs that stimulate knowledge of self in relation to personal, vocational, economic processes and growth. The sections of the report are: Orientation and Institutional Awareness; Community Characteristics; Organization of the Facilities Planning Advisory Committee; Liaison with Community Groups and Human Service Agencies; Responding to Identified Community Needs; Summary and Recommendations. In addition, seven appendices provide: Work Schedule for Continuous Planning; Job Description (Project Planning Coordinator); Facilities Planning Committee; Questionnaire for Facility Planning (in English and in Spanish); Planning Schedule; the agendas for two seminars; and a listing of the seminar staff. (DB)

ED 082 747 JC 730 247

Brossman, Sidney W.

Access to Higher Education Through the Community Colleges.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, *Community Colleges, *Higher Education, *Open Enrollment, Post Secondary Education, State Schools, *Student Needs, Technical Reports

Identifiers—*California

California's existing system of providing majority access to community colleges for all who desire to enter public higher education and limited access at the freshman level to the California State University and Colleges and to the University of California appears to be effective. The community colleges are well equipped to meet the needs that have resulted or will result from broader access. Attention should be focused, however, on the following existing problems: (1) financial barriers to transferring to a four-year college to complete baccalaureate degrees because of lack of funds to pay living expenses; (2) the need to modify existing admissions standards to include measures to identify

minority group students who could be overlooked by traditional measures; (3) additional factors that should be considered in respect to controlled access to the lower division of four-year colleges are the student's ability to pay for his education and his racial and ethnic background, neither of which should preclude his being selected; (4) access is still inadequate in many rural areas and in some inner-city locations; (5) the need for more techniques to insure that potential students are aware of opportunities for postsecondary education, particularly for adults; (6) increased financial assistance to disadvantaged students. (DB)

ED 082 748 JC 730 248
Faber, Joan F.

Career Patterns. A Descriptive Analysis of Career Programs at Montgomery Community College, Montgomery County, Maryland, 1972-1973. Montgomery Coll., Rockville, Md. Office of Institutional Research.

Spons Agency—Maryland State Dept. of Education, Baltimore. Div. of Vocational-Technical Education.

Pub Date Sep 73

Note—56p.; Study based on data submitted to Maryland State Department of Education, December 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, College Faculty, *College Students, *Community Colleges, *Data Analysis, Educational Research, *Student Characteristics, Tables (Data), Technical Education, Technical Reports, Vocational Education

Identifiers—*Montgomery Community College

The fourth in a series of reports concerning career education at Montgomery Community College, as derived from student and faculty data, this report covers data collected for the 1972-1973 school year. Data were collected and submitted for 3,342 students and 140 faculty (including six instructional aides). The chapters of the report are: I. Descriptive Data of All Students by Curriculum; II. Personal Characteristics of All Students by Occupational Orientation; III. Age Analysis; IV. Enrollment in Occupational Curricula by Class and Sex; V. Students with Dependents; VI. Employment Status; VII. Educational and Vocational Expectations; and VIII. Faculty Data. An appendix provides the Career Survey Card, the College Student Record Form, and the College Faculty Record Form. The study data are presented in 15 tables and 3 charts. In addition, a listing is given of Institutional Research Reports of the Office of Institutional Research. (DB)

ED 082 749 JC 730 249

Gell, Robert L. Bileit, David F.

A Follow-up Study of Secretarial Students.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date Sep 73

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, Curriculum Evaluation, Data Analysis, Data Collection, *Followup Studies, *Institutional Research, Questionnaires, *Secretaries, *Student Attitudes

Identifiers—*Montgomery Community College

To determine how effectively the Secretarial Studies Department's program was meeting the needs of its students, a follow-up study was conducted of former Montgomery Community College Secretarial Studies students. The survey sought to determine, in particular, if the students had secured employment that was related to their course work at the college and if they were receiving an adequate salary. Other areas surveyed were whether the skills gained at the college were those most useful and made advancement possible, and how the former students viewed the adequacy and appropriateness of the college program. In all, 418 questionnaires were sent out, of which 185 were returned. Of the 185 respondents, 96 had earned neither a certificate nor a degree, 8 had earned a secretarial certificate, and 81 had received an Associate in Arts degree. Results of the survey showed that the holders of secretarial certificates had the highest probability of employment in the secretarial field; those who were working in the secretarial field tended to earn more per week than those students who had jobs other than secretarial; Associate in Arts graduates had the greatest

likelihood of having above average weekly earnings of the total group; typing speed was more important than shorthand speed; certificated secretaries changed jobs less frequently than did degree holding secretaries; the reason for changing positions was mainly to earn a higher salary; English, shorthand, and typing were selected as their most helpful subjects; and none of the job skills training at the college was rated as inadequate. (DB)

ED 082 750 JC 730 250

Follow-up Study of Bucks County Community College Graduates, 1965-1972.

Bucks County Community Coll., Newtown, Pa. Office of Institutional Research.

Pub Date Jan 73

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Graduates, *Community Colleges, Data Collection, *Followup Studies, *Institutional Research, Post Secondary Education, Program Evaluation, Questionnaires, Student Attitudes, *Student Characteristics, Technical Reports

Identifiers—*Bucks County Community College

This study was conducted primarily to determine the educational and employment activities of all of the graduates of Bucks County Community College since its founding. A secondary purpose was to elicit evaluative reactions from the graduates regarding the services available at the college. Of the 2,070 graduates who received a mailed questionnaire, 1,307 (63%) responded. Over two-thirds of the graduates entered the college directly from high school. While attending college, 76% of the graduates held some form of part-time employment with 32% working a minimum of 16 hours per week. In spite of this and the fact that 23% changed their academic major at least once, over two-thirds (68%) graduated in four semesters or less, excluding summer sessions. Upon graduation, 51% transferred immediately to four-year colleges as full-time students, and 29% obtained full-time employment. As to the status of the graduates at the time of the study, 40% were employed full-time, 37% were full-time undergraduate students, 7% were part-time undergraduate students, and 2% were full-time graduate students. The graduates indicated that their academic advisors and the Admissions Office were the two most helpful counseling sources. The vast majority found the college to have been at least partially successful in meeting their individual objectives, interests, and abilities. Of the graduates, 86% plan to continue their education. The questionnaire used in the study is provided in an appendix. (Author/DB)

ED 082 751 JC 730 251

Follow-up Study; Non-academic Attrition at Bucks County Community College, 1965-1972.

Bucks County Community Coll., Newtown, Pa. Office of Institutional Research.

Pub Date Aug 73

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Attendance, College Students, *Community Colleges, Data Analysis, *Followup Studies, Institutional Research, Post Secondary Education, Questionnaires, Student Characteristics, *Student Employment, *Student Enrollment, Technical Reports, Withdrawal

Identifiers—*Bucks County Community College

In this follow-up study, information was obtained regarding the educational and employment patterns of students who withdrew from Bucks County Community College, their reasons for withdrawing, and their evaluation of the college's programs and services. The questionnaire used (a copy of which is provided in an appendix) was similar to the one used in the Follow-up Study of Bucks County Community College Graduates 1965-1972 (see JC 730 250), allowing responses to certain items to be compared and contrasted. A 50% sample of the non-academic attrition students (1,206) received the questionnaire, of which, 655 (54%) responded. Comparisons on the basis of sex, age, curriculum enrolled in, and credits completed indicated that the respondents were fairly representative of the total universe of non-academic attrition students from 1965 to 1972 at the college. Less than one-half (48%) of the respondents entered the college directly after high school; 22% enrolled after working for a period of time; and 9% transferred to the college

from a four-year college or university. The remaining students were either in military service or served in some other capacity prior to enrolling. Two-fifths of the respondents were employed at least 21 hours/week while enrolled at the college; another 28% worked between 11 to 20 hours/week; 63% attended college full time and 13% alternated between full and part-time. The primary reason for withdrawal from the college was employment, and the second major reason was to transfer to another college. Slightly over 45% continued their education immediately upon withdrawing from the college, and 47% were employed. (Author/DB)

ED 082 752 JC 730 252

Hankin, Carol G.

The Community College Reading Center.

Note—37p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Community Colleges, *Community Relations, *Institutional Role, Post Secondary Education, *Program Development, *Reading Centers

The institutional goals, students, programs and services, personnel and organization, instruction, facilities and finances, and community relations of the community college as they relate to the community college reading center are discussed. (Not available in hard copy because of marginal legibility of original document.) (DB)

LI

ED 082 753 LI 004 473

Napier, Paul A. And Others

Library of American Civilization Demonstration. Final Report.

George Washington Univ., Washington, D.C. Library.

Spons Agency—National Home Library Foundation, Washington, D.C.

Pub Date Sep 73

Note—59p.; (0 references)

Available from—Hard copy is not available

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Evaluation, Library Collections, *Microfiche, Microform Reader Printers, Microform Readers, *Microforms, *University Libraries, Use Studies

Identifiers—*Ultramicrofiche

In August, 1971, The National Home Library Foundation of Washington, D.C., awarded to The George Washington University a grant to install a set of the ultra-microfiche "Library of American Civilization" (produced by Encyclopaedia Britannica's subsidiary, Library Resources, Inc.), together with all available associated equipment and bibliographic support. The GW Library was to make the resource known to a wide local audience, and to permit its use both on- and off-site during the calendar year beginning January 1, 1972. From its evaluation of the demonstration the Library hoped to develop information of help to other libraries in gaining maximum utilization of book resources in ultra-microfiche (i.e., highly reduced) form. This final report of the project describes the "Library of American Civilization" package; and, discusses its installation and operation, the reading equipment, collection usage and evaluation at the George Washington University Library. (Author/SJ)

ED 082 754 LI 004 474

Clustering of Journal Titles According to Citation Data: Report on Preparatory Work, Design, Data Collection, and Preliminary Analyses.

Design of Information Systems in the Social Sciences, Working Paper No. 11.

Bath Univ. of Technology (England). Univ. Library.

Spons Agency—Office for Scientific and Technical Information, London (England).

Pub Date Sep 73

Note—101p.; (50 references)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographic Citations, *Cluster Analysis, *Cluster Grouping, Information Systems, Periodicals, *Scholarly Journals, Serials, *Social Sciences

Identifiers—*Titles

DISISS (Design of Information Systems in the Social Sciences) is a research project financed by OSTI, which began in January 1971. The objective of the project is to carry out research necessary for the effective design of information systems in the social sciences. The aim of this part of the DISISS project is the application of statistical techniques to citation data in order to group journal titles in the social sciences. Various statistical techniques exist, some with a fairly long history, for grouping items according to observable attributes. Details of these techniques and the selection of one for use with DISISS data are discussed. This report covers the use of cluster techniques in bibliography, techniques of clustering, an analysis of the pilot study data, progress with data collection and conversion, and work that is required for the future. (Other reports in the DISISS series are ED 060876, 072815, 072816 and LI 004 401 through 004 403.) (Author/SJ)

ED 082 755 LI 004 475

Title II Elementary and Secondary Education Act (Public Law 89-10) as Amended. Annual Report, Fiscal Year 1972, School Library Resources, Textbooks, and Other Instructional Materials.

Office of Education (DHEW), Washington, D.C. Report No.—DHEW-OE-73-21103
Pub Date 73

Note—71p.; (1 reference)

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Federal Aid, Library Programs, *Instructional Materials, *Library Acquisition, Library Collections, Library Materials, Reading Programs, *School Libraries

Identifiers—*Elementary and Secondary Education Act of 1965, ESEA Title II, Right To Read Title II of the Elementary and Secondary Education Act (ESEA) of 1965 (Public Law 89-10) as amended, provides direct Federal assistance for the acquisition of school library resources, textbooks, and other instructional materials for the use of children and teachers in public and private elementary and secondary schools. Its purpose is to improve learning and teaching by making available high quality instructional materials to pupils and their teachers. This report is a synthesis of the ESEA title II fiscal year 1972 narrative reports submitted by each state department of education to the U.S. Office of Education. The examples from states cited to illustrate the various topics covered by the report are arranged by geographic region. The topics are: State management of ESEA Title II Program; Program development; Title II's commitment to the Right to Read program; Services to private school children and teachers; Evaluation and dissemination; and, Needs. The report has evidence that materials made available under title II contributed to a great extent to innovations in instruction and to flexibility in meeting the needs of children and teachers in the process of education. (Author/SJ)

ED 082 756 LI 004 476

Lubans, John, Jr. And Others

A Study with Computer-Based Circulation Data of the Non-Use and Use of a Large Academic Library. Final Report.

Colorado Univ., Boulder. Libraries.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Bureau No.—BR-I-H-026
Pub Date Jun 73

Grant—OEG-8-72-0005(509)

Note—85p.; (42 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Libraries, Computers, Data Bases, Decision Making, *Library Automation, *Library Circulation, *University Libraries, *Use Studies

Identifiers—*Machine Readable Data

Computer-based circulation systems, it is widely believed, can be utilized to provide data for library use studies. The study described in this report involves using such a data base to analyze aspects of library use and non-use and types of users. Another major objective of this research was the testing of machine-readable circulation data serving as the resource for a variety of computer-based studies. These studies were designed

to supply information for decision-making in libraries in such areas as collection development and book budget allocations. This document reports upon a study of the value of computer-based circulation data in administrative decision making in a large academic library. Computer programs were written to produce a variety of outputs including listings for survey purposes of non-users/users; books most frequently used; use of the library by department or major of the user; and, the use of books by their classification code by academic level of user. It is the conclusion of this study that such experimental by-products of a computer-based circulation system offer useful data for book selection, budgetary allocation and the surveying of the library's clientele. A major question is raised as to what is library use/non-use. From the survey in this study it may be incorrect to categorize users or non-users as individuals who do or do not take out books for home use. (Author/SJ)

ED 082 757 LI 004 478

Ford, Geoffrey

Library Automation: Guidelines to Costing.

Spons Agency—Office for Scientific and Technical Information, London (England).
Report No.—OSTI-5153

Pub Date Mar 73

Note—60p.; (14 references)

Available from—British Library Lending Division, Boston Spa, Wetherby, Yorkshire LS23 7BQ England

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cost Effectiveness, *Costs, Foreign Countries, Guidelines, *Library Automation, Library Technical Processes, Models, Program Costs, University Libraries
Identifiers—*Great Britain

As with all new programs, the costs associated with library automation must be carefully considered before implementation. This document suggests guidelines to be followed and areas to be considered in the costing of library procedures. An existing system model has been suggested as a standard (Appendix A) and a classification of library tasks originally devised for the British Library is put forward as a tentative basis for a standard (Appendix B). A check list of cost headings is given in Appendix G. Given a basis such as is provided by these, the costing of manual and automated procedures can proceed. Appendices C-F refer to particular data recording methods. The heads to be considered in costing proposed systems (in particular, automated systems) are covered in some detail, and it is recommended that decisions on implementation of new systems are made only after estimates of costs have been made for a well-defined planning period. An accurate knowledge of costs assists in the decision-making process. Costing is a straightforward exercise when carried out systematically; the difficult task is the allocation of resources. In the university field this includes a long look at the university as a whole, and this work is now beginning to be done. The appendices to this report are intended to give assistance in the analysis of costs and the preparation of budgets. (Author/SJ)

ED 082 758 LI 004 479

Curley, Walter W. And Others

A Public Library Program for the Commonwealth of Virginia.

Little (Arthur D.), Inc., Cambridge, Mass.

Spons Agency—Virginia State Library, Richmond.
Pub Date Oct 68

Note—51p.; (0 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Library Networks, Library Planning, *Library Programs, Library Services, *Public Libraries, State Aid, *State Libraries, State Programs

Identifiers—*Virginia

The following basic conclusions were reached after studying the libraries of Virginia by questionnaires, interviews and visits: the current formula for distributing state and federal aid is not completely satisfactory, and the level of funding is so low that its impact is almost insignificant; a coordinated library network in which regional library groups are encouraged to develop and certain services are provided on a statewide basis appears to be more feasible and acceptable than a library system that introduces an adminis-

trative level between local libraries and the State Library; such a network will operate effectively only if the State Library assumes a strong leadership role; the interlibrary loan program needs expansion and would be improved by more sophisticated bibliographical tools and better communication; and, a library school located in Virginia would enhance the development of library service within the state. Recommendations are made based on these conclusions for the improvement of libraries in the state of Virginia. (Author/SJ)

ED 082 759 LI 004 480

A Plan for a Library Processing Center for the State University of New York.

Little (Arthur D.), Inc., Cambridge, Mass.

Spons Agency—State Univ. of New York, Albany. Center for Educational Communications.
Pub Date Nov 67

Note—132p.; (0 references)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Automation, Centralization, Information Processing, Information Services, Library Acquisition, *Library Networks, *Library Technical Processes, *University Libraries
Identifiers—*State University of New York, SUNY

A detailed description of the operating practices of a computerized book-ordering and processing center for the State University of New York (SUNY) and a plan for implementing such a center are presented. The center is designed to receive orders for purchasing books that are prepared by the member libraries, transmitted to the center over communication lines, and issued to vendors by the center. Vendors ship purchased items to the center, the books are processed centrally and then distributed to the ordering libraries. As a byproduct of its need to provide catalog cards for purchased books, the center will naturally accumulate a file of machine-readable catalog data on purchased items which, since it is also natural to record which library purchased the item, can serve in time as the basis for a machine-readable union catalog for the SUNY statewide holdings. Three phases of implementation are described, and the report is organized around this chronological sequence to provide an evolutionary view of what will take place. The first phase focuses on placing the installation in operation. The second phase represents a period of restricted service—full service of specified kinds to a limited number of libraries. Phase III is the full implementation of all services to the entire SUNY network. (Author/SJ)

ED 082 760 LI 004 481

...To Gain Access to Knowledge.... Report of the Library Development Program.

Organization of American States, Washington, D.C. Library Development Program.

Pub Date 71

Note—47p.; (2 references); Cuadernos Bibliotecológicos No. 5 (English)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Books, Foreign Countries, Libraries, Library Material Selection, *Library Programs, *Library Services, Technology, University Libraries

Identifiers—*Latin America, Library Development, OAS, Organization of American States

The Inter-American Council for Education, Science, and Culture of the Organization of American States (OAS) at its Second Meeting in Lima in February 1971 requested of the General Secretariat a report on the contents, objectives, scope and execution of its program for library development particularly on the selection, compilation and lists of books. The report consists, therefore, of two principal parts, the general activities of the Library Development Program as approved by the Inter-American Cultural Council at its Sixth Meeting in Trinidad for the improvement of library services, bibliography and archives, and its activities related to its specific objectives of "contributing to improved conditions in the exchange of, trade in, and distribution of books and of cooperating in the formation and issuance of American bibliographical information" as a principal activity of the Regional Cultural Program. The report is prefaced by a description of modern library services in response to the problems of modernizing and extending library services in Latin America and for worldwide scholarship which must have access to the

publications emanating from Latin America.
(Author/SJ)

ED 082 761

LI 004 482

Henderson, Robert C.
Interaction: A Role Playing Simulation Activity.
Wayne State Univ., Detroit, Mich. Dept. of
Library Science.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Jun 73

Note—44p.; (16 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Empathy, Graduate Students, In-
teraction, *Library Education, Library Instruc-
tion, Library Schools, Library Science, *Role
Playing, *Simulation

As part of a program to prepare public librarians to serve the urban disadvantaged, the faculty at Wayne State University experimented with simulation as an instructional technique. They developed and tested a library game, LIB SIM, aimed at introducing students to the relationships between main library and various branches in a large urban public library, and the ways in which community pressures and political and economic events at local, state and national levels can impinge upon library policies and services. The simulation described in this report was an effort to build upon the experience with LIB SIM and to develop a simulation simple enough to be playable within an ordinary two hour class period (including the essential de-briefing or class discussion to clarify and focus the issues raised) and realistic enough to be a genuine learning experience. The model here described focused upon teaching students how to work as change agents within a typical library bureaucratic structure. It was tested in two sessions of a new core course at Wayne State on Issues in Librarianship required of all students in their last quarter of the curriculum. The experience with INTERACTION was positive. In addition, the model seems flexible enough to lend itself to focus on a variety of library problems. (Author/SJ)

ED 082 762

LI 004 483

Review of Federal Library Operations in
Metropolitan Washington.

Comptroller General of the U.S., Washington,
D.C.

Pub Date 24 Jul 73

Note—47p.; (14 references); Report to the Con-
gress

Available from—U.S. General Accounting Office,
Rm. 6417, 441 G St., N.W., Washington, D.C.
20548 (B-174013; \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Centralization, Copyrights, Federal
Government, *Government Libraries, Library
Acquisition, Library Collections, Library
Cooperation, Library Programs, Management,
Microforms, Special Libraries

Identifiers—*District of Columbia

The General Accounting Office reviewed Federal libraries, i.e., executive agency libraries, in Metropolitan Washington to identify problems common to the libraries and to determine how they are being handled. The review revealed that: a central depository could provide numerous benefits; microforms are not used substantially; central direction is required for research projects; cooperative arrangements for acquiring materials have not been entered into by Federal libraries; and, Federal libraries have not integrated their services which has resulted in duplication, conflicts and reduced efficiency. It is recommended that the Office of Management and Budget (OMB) should be more active in encouraging improved management and coordination of Federal library activities. Specifically, OMB should initiate a cost-benefit study to determine the feasibility of establishing a central depository for Federal libraries and should develop policies and plans to: encourage the use of microform publications or other methods of compacting library materials; coordinate library research; encourage cooperation among libraries to minimize multiple acquisitions of materials; and, encourage the integration of Federal agency information systems. (Author/SJ)

ED 082 763

LI 004 484

Jewell, Sharon Brandhorst, W. T.
Search Strategy Tutorial; Searcher's Kit.

Spons Agency—National Inst. of Education (D-
HEW), Washington, D.C.

Pub Date 10 Oct 73

Note—86p.; (3 references); ERIC Data Base
Users Conference, Columbus, Ohio, October
10-12, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computers, Data Bases, Data
Processing, Educational Research, *Information
Retrieval, Information Seeking, Relevance
(Information Retrieval), *Search Strategies,
Tutorial Programs

Identifiers—*Educational Resources Information
Center, ERIC

The Educational Resources Information Center (ERIC) system's computerized data base was the focus of a three-hour tutorial session on search strategies. This document is the workshop manual used by the tutorial participants. The discussion of the input phase of a computer search covers identification of the user population, receiving the inquiry, and the types of services offered. The actual mechanics of searching includes general principles of good searching, search theory and general manipulative capabilities, and specific properties of the ERIC system that affect computer search capabilities. There is a practice session in which three searches are structured step-by-step. The output phase of a computer search includes a discussion of output formats, output evaluation, and statistical records-keeping. Eighteen technical notes discuss various aspects within each of these phases. Notes on the vocabulary improvement program for the "Thesaurus of ERIC Descriptors" are appended. (SJ)

ED 082 764

LI 004 485

DuMond, Ernest G. Meffert, Benjamin F.

Facilities for School Library Media Programs.
New York State Education Dept., Albany, Div. of
Educational Facilities Planning.

Pub Date [72]

Note—18p.; (0 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Facility Guidelines, Facility
Requirements, *Instructional Materials Centers,
*Instructional Media, Library Collections,
Library Equipment, Library Facilities, Library
Programs, Media Technology, *School Libraries

Elementary and secondary school programs have been and still are undergoing changes that will influence facilities design for the schools of the 1970's. The program of the school library media center is certainly also being affected by these changes. A flexible approach is warranted in locating the media center within the school. Students and teachers respond affirmatively to a humane environment that respects their individuality and pleases their senses. The arrangement of furniture and equipment in a library media center should permit users to move about freely without disturbing others. The center should be an attractive facility allowing a wide variety of activities to take place simultaneously. These various activities require areas designed for the following functions: study, large-group instruction, offices for media personnel, work areas for technical processing and the media equipment, faculty study and meetings, production, and storage. Recommendations for each of these areas, a floor plan, and recommended collection sizes are included. (Author/SJ)

ED 082 765

LI 004 486

Maxwell, Roy To.

Rural Library Needs and Resources with Implica-
tion for the Development of a Model for the
Delivery of Library and Learning Resources.

East Central State Coll., Ada, Okla.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Pub Date Aug 73

Grant—OEG-6-72-0730(509)

Note—201p.; (0 references)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Educational Needs, *Educational
Resources, *Information Needs, Information
Sources, Instructional Media, Library Collec-
tions, Library Programs, *Library Services,
*Rural Areas, Rural Education

This study investigated library learning resources and needs in a ten county area which coincides with Southern Oklahoma Development Association and Oklahoma Planning District Number Four. A variety of data sources were utilized but the principal data source was of a survey nature gathered by an interviewer. Conclusions reached include the following: (1) The greatest concentration of learning resources in this region is in the public schools with library

books and librarians leading the list followed by audio-visual materials and equipment with public libraries providing the second greatest concentration of resources; (2) Respondents seemed to have no systematic basis on which to establish needs but expressed needs seemed to follow resources; (3) respondents tended to express satisfaction with present resources even though they may be meager; (4) Present delivery of learning resources in this area seems to be based on political boundaries and associated with funding and administration patterns; (5) Innovative delivery systems seem to be working but are hampered by funding problems; (6) Fragmentation and isolation of resources in this area point to the need for more coordination, planning, cooperation and more efficient delivery of library-learning resources possibly on a regional or area basis. (Author)

ED 082 766

LI 004 487

Burk, C. F., Jr.

Computer-Based Storage and Retrieval of
Geoscience Information: Bibliography 1970-72.
Canadian Centre for Geoscience Data, Ottawa
(Ontario).

Spons Agency—Department of Energy, Mines,
and Resources, Ottawa (Ontario).

Report No.—Pap-73-14

Pub Date 73

Note—42p.; (0 references); Prepared for International Union of Geological Sciences

Available from—Information Canada, 601 Booth
St., Ottawa (Ontario), Canada (Catalogue
#M44-73-14; \$3.00)

Document Not Available from EDRS.

Descriptors—Automation, Bibliographies, Com-
puters, Data Bases, *Geography, *Geology,
*Information Retrieval, *Information Storage,
Information Systems, Petroleum Industry

The publication of papers describing activity in computer-based storage and retrieval and geoscience information has continued at a vigorous pace since release of the last bibliography, which covered the period 1946-69 (ED 076 203). A total of 211 references are identified, nearly all of which were published during the three-year period 1970-72 inclusive. The objectives of the present compilation remain identical to those of the 1946-69 edition: World-wide coverage; identification of papers describing the use of computers and/or computer-readable records for storage and retrieval of information in the solid-earth sciences; and identification of works of direct assistance to this activity. The field of remote sensing, which has emerged as a major user of computer-based information systems during the past few years, has been largely excluded from this compilation, as have papers in the fields of hydrology and oceanography. Six indexes precede the bibliography: Geoscience discipline and/or topic, Information aspect, System name and acronym, Nation, Organization (origin of work), and Author. (Author/SJ)

ED 082 767

LI 004 488

Lieberman, Eva And Others

Computer Programs for Library Operations;
Results of a Survey Conducted Between Fall
1971 and Spring 1972.

Committee on Information Hang-ups, Washing-
ton, D.C.

Pub Date Apr 73

Note—24p.; (0 references)

Available from—National Technical Informa-
tion Service, Springfield, VA 22151 (PB 220717,
MF \$0.95 HC \$3.00)

Document Not Available from EDRS.

Descriptors—Computer Oriented Programs,
*Computer Programs, *Libraries, Library Au-
tomation, Library Services, Library Surveys,
Library Technical Processes, Programming Lan-
guages

Many library operations involving large data banks lend themselves readily to computer operation. In setting up library computer programs, in changing or expanding programs, cost in programming and time delays could be substantially reduced if the programmers had access to library computer programs being used by other libraries, providing similar library services. Programs should be available by purchase, exchange or some other basis so that librarians and computer programmers are not continually reinventing the wheel. This survey was undertaken in order to learn which libraries have computer programs in operation, type of function computerized, pro-

gramming language, size of library collection, and whether programs would be made available to other libraries. Approximately 1,000 questionnaires were mailed in 1971-72 to a selected list of libraries in the United States. Approximately 250 questionnaires were returned. Sixty-six libraries had computer programs which were operational. These programs are reported upon in this document. (Author/SJ)

ED 082 768 LI 004 489

Kirwin, Arthur R., Jr. Carrington, Pamela
The Albany Librarianship Trainee Program; Final Report—August 1973.

State Univ. of New York, Albany. School of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—14p.; (0 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economically Disadvantaged,

*Library Education, *Library Schools,

*Minority Groups, *Scholarships

Identifiers—*State University of New York at Albany

In the summer of 1970 The School of Library and Information Science of the State University of New York at Albany received a grant from the United States Office of Education (Higher Education Act of 1965, Title II-B) to initiate a three-year undergraduate and graduate program leading to the Bachelor of Arts/Science degree (field of choice) and to the Master of Library Science. The Albany Librarianship Trainee Program had as its objectives: a) early recruitment of twenty financially disadvantaged undergraduates who would have had to postpone plans for immediate graduate study, b) a commitment to significant recruitment of minority students. The twenty grantees were chosen on the basis of the following criteria: 1) meeting the minimum academic qualifications for transfer to the State University of New York at Albany 2) commitment to three years of education leading to the Master of Library Science 3) commitment to eventual entrance to the Library and Information Science profession 4) economic inability to finance this further education through family or personal resources. The various phases of this program are briefly discussed. (Author/SJ)

ED 082 769 LI 004 490

Maheu, Rene

Address at the Opening Meeting of the Symposium on Books in the Service of Peace, Humanism and Progress, Moscow (USSR).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 12 Sep 72

Note—8p.; (0 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Books, International Organizations,

*International Programs, Reading

Identifiers—*International Book Year, Unesco

The knowledge that books are still not a permanent feature of everyone's daily life in the developed nations of the world, and that many nations of the Third World are still experiencing a real book famine led to the Unesco declaration proclaiming 1972 International Book Year with its theme, "Books for All." This theme is reflected in the four phases of the program: encouragement of authorship and translation with due regard to copyright, production and distribution of books, promotion of the reading habit, and books in the service of education, international understanding and peaceful co-operation. Throughout its history, Unesco has dealt with the problem of book development in various ways, including: the development of libraries, production of textbooks, reading encouragement programs, the adoption of several international conventions regarding the free flow of books, and programs to promote books in the developing countries. (SJ)

ED 082 770 LI 004 491

Howder, Murray L.

Preparing Documents for Users with Particular Reference to ERIC.

Spons Agency—Society for Technical Communication, Washington, D.C.

Pub Date 3 Nov 73

Note—7p.; (0 references); Presented at the Institute on Technical Communication, University of Maryland, November 2-3, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracting, Content Analysis, *Documentation, Evaluation Criteria, Guidelines, Indexing, *Information Processing, Information Retrieval, Information Systems, Information Utilization

Identifiers—*Educational Resources Information Center, ERIC

People who develop information into a consumable form seem at times to work in a vacuum, failing to consider the potential users. Some helpful tips for preparing documents for easy retrieval and use, based upon guidelines followed in the Educational Resources Information Center (ERIC) system, are presented. The three major areas of evaluation are content, readability and indexing. The most significant part of the selection process is judging the quality of document content. To make these judgments easier, report writers should state clearly objectives, hypotheses, methodology, conclusions, and recommendations. The second criteria, readability, refers to the physical makeup of the document. Authors should keep in mind that their products will be copied and disseminated as received, and that, as a general rule, each generation of copying represents a 10% loss in resolution. Documents processed for the ERIC system are abstracted and indexed by subject specialists. Whether or not an author provides an abstract or keywords, the least he must do is to be sure that all the usual bibliographic information is provided. A structured vocabulary is used for indexing, and terms are chosen so as to make the document readily retrievable by potential users. (Author/SJ)

ED 082 771 LI 004 492

Newsham, Michael A.

Interlibrary Loan Borrowing: A Methodology for Analysis.

Pub Date Aug 73

Note—120p.; (12 references); Master of Arts in Librarianship, Research Paper, Univ. of Denver, Graduate School of Librarianship

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Interlibrary Loans, Library Circulation, Library Research, Research Libraries, *University Libraries, Use Studies

The research reported in this paper examined data related to the characteristics of interlibrary loan borrowers, the material borrowed, the question of cost and time it takes to acquire the material, and staff information and procedures. The variables were coded onto computer cards and then tabulated into frequency tables by the computer. There were four major findings discovered as a result of this investigation. First, the average total time it takes for a request to be filled is twenty-three days. Borrowing costs were insignificant, while 75 per cent of the photocopied requests cost only ten cents per page. The concept of a heavy user of interlibrary loan from one department or agency was the third major finding. The fourth and final finding was the percentage breakdown of the number of requests filled on successive passes. This methodology could conceivably be applied to the interlibrary loan services of other medium and large research libraries. (Author/SJ)

ED 082 772 LI 004 493

Slanker, Barbara O.

Students to Dallas: A Report of the J. Morris Jones-World Book Encyclopedia ALA Goals Award 1970.

American Library Association, Chicago, Ill. Membership Committee.

Spons Agency—Field Enterprises Educational Corp., Chicago, Ill.

Pub Date May 72

Note—87p.; (0 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conferences, *Graduate Students, *Librarians, *Library Associations, *Library Education, Meetings

Identifiers—ALA, *American Library Association

The J. Morris Jones-World Book Encyclopedia—American Library Association (ALA) Goals Award for 1970 was presented to the Membership Committee of ALA for a project to enable a select group of young librarians to attend the Annual Conference of the ALA in Dallas in 1971. The Students to Dallas project sought to communicate to the participating students the functions and goals of the Association, to recruit new members, and to provide a framework within which new members entering the profession could communicate their concerns to ALA

leadership. The degree of success in achieving the stated goals of the project may be estimated after reading this report of the project. This research report provides objective information in a number of areas, not all of them project-related. Areas of ALA Conference program planning which need scrutiny may be identified. Also, there are included some of the characteristics of library school students who are regarded by their peers as having top leadership potential. The report includes discussions on the development of the project, a profile of the participants and alternates, the conference week in Dallas, effects of conference attendance on the students, and conclusions on the overall impact and implications of the project. (Author/SJ)

ED 082 773 LI 004 494

Wilson, Stan

A Test of the Technical Feasibility of On-Line Consultation Using APL.

Pub Date Oct 73

Note—15p.; (27 references)

Available from—Mr. Stan Wilson, Coordinator, APL Lab, Agricul. Economics & Rural Soc. Dept., Texas A&M Univ., College Station, TX 77843

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought

Transfer), Consultants, *Consultation Programs, Man Machine Systems, On Line Systems, *Telecommunication, *Telephone

Communication Systems, Telephone Instruction

Increases in the cost of travel together with projected decreases in the cost of long distance telephone calls indicate that economy in consultation can be increased by a shift to more telephone consultation in the future. This may be difficult and awkward for researchers if consultation involves looking at computer output, particularly in an interactive mode. This might be solved if both parties had a terminal. A test of the technical feasibility of such a conference was made. It indicated that on-line consultation is technically feasible and appears to be easy with the APL software system. Several different types of consultation sessions are described. (Author)

ED 082 774 LI 004 495

Bourne, Charles P. Robinson, Jo.

SDI Citation Checking as a Measure of the Performance of Library Document Delivery Systems.

California Univ., Berkeley. Inst. of Library Research.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Report No.—ILR-73-002

Pub Date Jul 73

Note—14p.; (3 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, *Information Services, *Library Collections, *Library Services, Research Needs, University Libraries

Identifiers—SDI, *Selective Dissemination of Information

Document delivery support for selective dissemination of information (SDI) services provided by the Center for Information Services, University of California at Los Angeles, was measured by the following: (1) Obtaining copies of all steady-state SDI searches from Biological Abstracts "BA Previews" data base delivered to the University of California at Berkeley campus; (2) Determining potential availability of the citations by look-up in the University of California at Berkeley library catalogs; and (3) Determining actual availability by placing hands on the cited publications. Twenty-three SDI printouts containing 680 citations, for thirteen users, were studied, 6 0/0 of the total citations were found on the shelves. Of the potentially-available citations, 85.4 0/0 were found on the shelves. This methodology is suggested as an unobtrusive measure of the extent to which a library's collection can support its patrons' current research interests in a variety of subject fields. (Author/SJ)

ED 082 775 LI 004 496

Todd, Judy

Summary Report of Student Studies of the Subject Headings Used in the University of California, Berkeley Subject Catalog. Final Report.

California Univ., Berkeley. Inst. of Library Research.

Report No.—ILR-73-001

Pub Date Jul 73

Note—10p.; (2 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cataloging, *Catalogs, Classification, Library Technical Processes, *Subject Index Terms, *University Libraries
Identifiers—Library of Congress, *Library of Congress List of Subject Headings

This report combines and summarizes four 1972 student studies of some of the relationships between the University of California, Berkeley subject catalog and the Library of Congress (LC) subject authority list. It was found that about 1 0/0 of the subject headings used at Berkeley were out of date according to the LC list. About 5 0/0 of the subject headings were unauthorized by the LC list and rules. Approximately 40 0/0 of the Berkeley subject were exact matches with the subject headings given in the LC authority list and could therefore be printed out from a computer tape file of this list and used in the catalog directly without modification. (Author)

ED 082 776

LI 004 497

Weeks, Kenneth

Determination of Pre-Acquisition Predictors of Book Use. Final Report.

California Univ., Berkeley. Inst. of Library Research.

Report No.—ILR-73-03

Pub Date Jul 73

Note—25p.; (8 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Libraries, *Library Acquisition, *Library Circulation, Library Materials, *Library Material Selection, Use Studies

Prediction of book circulation is seen as one major factor for some libraries in the development of an efficient book buying policy. The study approaches this problem of predicting book use from the conviction that there are certain characteristics associated only with high-use books, and certain other characteristics which are associated with little-used books. The object, then, is to identify these high-use, and no-use or low-use indicators so that they may be built into a book selection policy. The suggested test indicators included such things as English language, Major trade publisher, University press, and Conference proceedings. Some of these factors did turn out to be high-performance indicators, but for various reasons, among which may be mentioned the fact that most applied to only a small proportion of the collection sampled, only the English language indicator could have any appreciable impact on the selection process. (Author)

ED 082 777

LI 004 498

Weeks, Kenneth

Proposal for a University of California/California State University and Colleges Inter-Segmental Machine-Readable Library Patron Card.

California Univ., Berkeley. Inst. of Library Research.

Report No.—ILR-73-004

Pub Date Aug 73

Note—27p.; (0 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Libraries, Identification, Library Automation, *Library Circulation, *Library Cooperation, Shared Services, *University Libraries

Identifiers—*Library Cards

It is proposed that the University of California and the California State University and College system cooperate in the development of a compatible machine-readable library patron card or badge that would meet the requirements of campuses in both systems. For discussion purposes, this report suggests the basic features to be included in such a card. As to physical characteristics, the card should be designed to be compatible with a wide variety of available badge reader/transactor equipment. As to contents, the card should include the following machine-readable elements: borrower I. D. number (Social Security number when available), borrower status code, and campus code. A campus coding scheme is suggested. Borrower name, borrower status code, university or college (including campus) name, and validation or expiration date should be human-readable. Signing of the card should be accomplished as part of the card preparation process; inclusion of photograph could be left to local option. The back of the card should carry condition governing its use, as well as campus administrative information. (Author)

ED 082 778

LI 004 499

Hershfield, Allan F.

Effecting Change in Library Education.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.; Syracuse Univ., N.Y. School of Library Science.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—52p.; (54 references); Education and Curriculum Series No. 1

Available from—Publications Office, School of Library Science, Syracuse Univ., 113 Euclid Ave., Syracuse, NY 13210 (\$1.75; also contains LI 004 500)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *Educational Change, Graduate Study, Librarians, *Library Education, Library Schools, Library Science

While libraries, as a species of complex organization, may not be facing immediate extinction, the available evidence suggests their long-term survival prospects are not particularly encouraging. Libraries, in general, have not responded adequately to rapidly changing social, economic and political factors. The locus for change lies in library education. Librarians, trained as information counselors, can make important contributions to the solution of some of this nation's major political, social and economic problems. However, before library schools can even begin to educate such specialists, faculty and administrators must recognize the need to make changes in almost every phase of their operations. They must establish new goals, assess their current status, and devise means by which to reach these new goals. Moreover, they must develop mechanisms with which to evaluate progress toward the attainment of these goals, as well as assessing the continued validity of their new objectives. Library educators must develop flexible organizational structures capable of adapting to new conditions, and they themselves must be flexible and willing to modify their own behavior. (Author/SJ)

ED 082 779

LI 004 500

Taylor, Robert S.

Curriculum Design for Library and Information Science.

Syracuse Univ., N.Y. School of Library Science.

Pub Date Aug 73

Note—30p.; (6 references); Education & Curriculum Series No. 1

Available from—Publications Office, School of Library Science, Syracuse Univ., 113 Euclid Ave., Syracuse, NY 13210 (\$1.75; also contains LI 004 499)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Design, *Curriculum Development, Graduate Study, *Information Science, *Library Education, Library Schools, *Library Science

Identifiers—*Information Science Education

In this presentation, the author sets forth five assumptions about library/information sciences upon which he bases his argument that library/information education, in order to be effective, and perhaps even to survive, will have to change its goals, content and context. The three general areas of concern in library/information curricula are information, people, and technology. A fourth area which overlays all three is research. Before attempting to design a more pertinent curriculum, a few characteristics of these areas in library/information sciences must be understood: (1) libraries have traditionally been concerned only with the information base—gathering, collecting and organizing, (2) libraries have concerned themselves with only a small portion of the totality of information, (3) the concern with people has been relatively recent, and not very successful, and (4) although technology has always been important in libraries, it is time to move to the next levels—media, computers and telecommunications. It is the interface among these three areas that curricula must be developed. Suggested courses and scopes of each are given. (SJ)

ED 082 780

LI 004 501

Dunn, Oliver C. And Others

The Past and Likely Future of 58 Research Libraries, 1951-1980: A Statistical Study of Growth and Change, 1971-72 (Ninth Issue).

Purdue Univ., Lafayette, Ind. Instructional Media Research Unit.

Pub Date Jul 73

Note—59p.; (0 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Libraries, Graphs, Library Collections, Library Expenditures, Library Surveys, Personnel Data, *Research Libraries, *Statistical Data, Statistical Studies, Statistical Surveys, *Statistics, Tables (Data), *University Libraries

Identifiers—*Library Statistics

The data collected for this report can be divided into three segments: a 14-year collection, 1950-51 through 1963-64, on which analyses were performed and the original predictions generated; a six-year follow-up stage, beginning in 1964-65; a twenty-year collection, 1950-51 through 1969-70, from which new predictions were generated; and a follow-up stage beginning in 1969-70. The more current figures are reported in this volume. For each of the 58 libraries surveyed, the following statistics are reported in graph and tabular form: volumes held in the collection, volumes added to the collection money, expended for materials and binding; salaries and wages expenditures, professional staff size, non-professional staff size, total library operating expenditures, and (when available) the total enrollment statistic which is descriptive of the university of which each library is a part is included. Analyses are grouped into three categories: descriptions of the past and predictions of the future of several varieties of "composite" research libraries, the rank or standing of the individual libraries in respect to each of several statistics for the last six years, and the year-by-year intercorrelations among pairs of statistics which describe either the individual library or its parent university. (Author/SJ)

ED 082 781

LI 004 502

Guss, Margaret And Others

Advice on Making a College Orientation Video-Tape.

Pub Date 12 Oct 73

Note—9p.; (6 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, Film Production, Librarians, Library Programs, Orientation, *Orientation Materials, *Video Tape Recordings

The purpose of this article is to assist librarians who are preparing a video-tape orientation program suitable for large audiences, composed mainly of college freshmen. It results from the authors' experiences of planning and taping a television library orientation program and is directed toward the librarian who is required to prepare such a program but is inexperienced in video-taping. Stress is placed upon the practical, video-taping hints and common pitfalls to be avoided, rather than the technical aspects. (Author/SJ)

ED 082 782

LI 004 503

Proposed White House Conference on Library and Information Sciences. Hearing Before the Subcommittee on Education of the Committee on Labor and Public Welfare, United States Senate, Ninety-Third Congress, First Session on S.J. Res. 40.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 24 Jul 73

Note—117p.; (0 references); Committee print, Senate Committee on Labor and Public Welfare

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Federal Legislation, Information Centers, *Information Science, Information Services, *Legislation, *Libraries, *Library Science, Library Services

Identifiers—National Commission on Libraries and Information, NCLIS, Senate Hearings, *White House Conference on Library and Information

Senate Joint Resolution 40, introduced January 26, 1973, authorizes and requests the President to call a White House Conference on Library and Information Sciences in 1976. The purpose of the Conference will be to develop recommendations for the improvement of the nation's libraries and information centers, and will be planned and conducted under the direction of the National Commission on Libraries and Information Science. These proceedings of the hearing before the Senate Subcommittee on Education contain the text of the resolution, the testimony of witnesses, prepared statements of the witnesses, and additional documentation (articles, letters, publications, etc.) related to the legislation. (SJ)

ED 082 783

LI 004 504

Peltion, Raymond

Velva Public and School Library Study.

North Dakota State Library Commission, Bismarck.

Pub Date Jul 73

Note—43p.; (0 references); North Dakota Library Notes, vol. 4, no. 3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, Community Programs, Information Centers, Information Needs, Instructional Materials Centers, *Library Services, *Public Libraries, Reading Centers, *School Community Programs, *School Libraries

Identifiers—*North Dakota

The purpose of this study was to survey the adult reading and information needs in the Velva, North Dakota community. The study was to determine whether a community information and reading center is needed, and if so, could the school media center be augmented with suitable materials and staff to meet the expressed and latent needs of the community. The State Library Commission desired to explore the possibility of the school media center extending its services to the community because of a growing concern by government officials and some members of the general public about the alleged duplication of library materials and services and for the need to improve library services at a level that the community would be willing to pay for through their taxes. Based upon this Velva study, it appears that the school media center approach is worth further study in other communities in the state. From experience elsewhere in the state, success is less likely to be achieved on these projects if there is already an independent public library in that community. (Author/SJ)

ED 082 784

LI 004 505

Minutes of the Meeting (75th, January 17 and 18, 1970, Chicago, Illinois).

Association of Research Libraries, Washington, D.C.

Pub Date Jan 70

Note—165p.; (28 references)

Available from—The Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, Libraries, Library Associations, *Library Automation, *Management, Meetings, Participation, *Research Libraries, *Staff Role, *University Libraries

Identifiers—*Association of Research Libraries

The two major topics of the program portion of the meeting are automation and management. Allen B. Veaner's "Major Decision Points in Library Automation" is followed by notes from a brief discussion. Stanley E. Seashore presented main themes from "Staff Participation in Management," which is also followed by discussion remarks and a panel response. The bulk of this document contains reports from various committees of the Association of Research Libraries (ARL). Also included is a summary report by Douglas Metz on a university library management study. (Minutes of other ARL meetings are ED 067 115 and LI 004 506 through 004 512.) (SJ)

ED 082 785

LI 004 506

Minutes of the Meeting (76th, June 27, 1970, Detroit, Michigan).

Association of Research Libraries, Washington, D.C.

Pub Date 27 Jun 70

Note—114p.; (0 references)

Available from—The Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, Library Associations, Library Automation, Meetings, *Minority Groups, *Research Libraries, *Security, *University Libraries

Identifiers—*Association of Research Libraries

Topics of discussion during the program portion of this meeting are: "Research Library Security Problems," "Security Measures at the University of Washington Libraries," "Research Libraries and Machine-Readable Information," "Opportunities for Minority Groups in Research Libraries," and "The Berkeley Program for Minority Opportunity in the Library." Reports of various committees of the Association of Research Libraries (ARL) are included as appen-

dices. (Minutes of other ARL meetings are ED 067115 and LI 004 505, 004 507 through 004 512.) (SJ)

ED 082 786

LI 004 507

Minutes of the Meeting (77th, January 17, 1971, Los Angeles, California).

Association of Research Libraries, Washington, D.C.

Pub Date 17 Jan 71

Note—156p.; (0 references)

Available from—The Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, *Financial Problems, Library Associations, Meetings, *Microforms, National Programs, *Research Libraries, *Serials, *University Libraries

Identifiers—*Association of Research Libraries

Three topics of prime interest to research libraries are discussed during the program portion of these minutes: microforms, national serials data program, and the financial problems of research libraries. The presentations regarding microforms are the "The ARL Microform Project: A View from Within" and "Controlling the Minutia." In the second group are: "The National Serials Pilot Project," "The National Serials System: Concept and Commitment," and "Research Library Expectations of a National Serials Data Program." Financial problems are discussed in "Budget Constraints at Syracuse," "The Financial Situation of the Ohio State University Libraries in 1970-71 and Beyond," "Problems of Austerity at JUL," "Adversity and Opportunity at Yale," "The Poverty Level at Berkeley," and a report on the document entitled "New Depression in Higher Education." There is also a brief report on the "ARL Preservation Project." Reports of various committees of the Association of Research Libraries (ARL) are included as appendices. (Minutes of other ARL meetings are ED 067115 and LI 004 505, 506, and 004 508 through 004 512.) (SJ)

ED 082 787

LI 004 509

A National Program for the Association of Research Libraries. Minutes of the Meeting (79th, January 22, 1972, Chicago, Illinois).

Association of Research Libraries, Washington, D.C.

Pub Date 22 Jan 72

Note—108p.; (0 references)

Available from—The Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, Library Associations, Library Collections, *Library Cooperation, Meetings, *National Programs, *Research Libraries, Serials

Identifiers—*Association of Research Libraries

A portion of this meeting was devoted to three concurrent discussion groups. Each focused on one aspect of what generally can be termed a national program for research libraries. The first group discussed the more important elements of the report of the Committee on Specifications for a Study of a Periodicals Resources Center. The question of such a center or centers, that would provide access to the journal literature, has become extremely important, because the number of journals now published and their ever increasing costs make it clear that individual research libraries may not be able to meet the bulk of their users' needs for journal articles. The second discussion dealt with the concept of officially designating the stronger collections in the various disciplines as national resources, which would receive continuing support from the federal government. The third group concerned itself with the prospect of developing a research library corporation. Following the discussions, the chairman of each group presented summaries to the entire membership. They appear in the body of these Minutes; the working papers for the groups are included as appendices. (Minutes of other ARL meetings are ED 067115 and LI 004 505-508 and 004 510 through 004 512.) (Author/SJ)

ED 082 788

LI 004 510

New Opportunities for Research Libraries. Minutes of the Meeting (80th, May 12-13, 1972, Atlanta, Georgia).

Association of Research Libraries, Washington, D.C.

Pub Date May 72

Note—132p.; (0 references)

Available from—The Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computers, Conference Reports, *Interlibrary Loans, *Librarians, Library Associations, *Library Networks, Meetings, *Research Libraries, *Telecommunication, University Libraries

Identifiers—*Association of Research Libraries

All of the program elements of this meeting related to the theme of new opportunities for research libraries. Speakers and discussion groups ranged over topics as diverse as the emerging technology of telecommunications and the continuing movement among academic librarians to improve their status, both with the college and university on the one hand and the library on the other. The four major topic headings and the papers presented are: (1) Telecommunications—"Prospects for Research Libraries"; (2) Interlibrary Loans—"Interlibrary Loan Studies," "The Case for Free Access," "Interlibrary Loan Fees, and "The Library Management Review and Analysis Program"; (3) The Evolving Status of University Librarians—"Library Governance in Higher Education: What Is Evolving," "Librarians and Faculty Status," and "The Columbia Study;" and (4) Computers and Regional Networks—"Computerized Cooperation," "NELINET: A Regional Network," and "Technology and the Library." (Other ARL meetings minutes are ED 067115 and LI 004 505-509 and 004 511 through 004 512.) (Author/SJ)

ED 082 789

LI 004 511

Trends in Higher Education in the Seventies. Minutes of the Meeting (81st, January 27, 1973, Washington, D.C.).

Association of Research Libraries, Washington, D.C.

Pub Date 27 Jan 73

Note—136p.; (0 references)

Available from—The Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, *Federal Aid, Federal Legislation, Financial Policy, Financial Support, *Higher Education, Library Associations, Meetings, *Research Libraries

Identifiers—*Association of Research Libraries

The program portion of this meeting was devoted to the future of higher education in the United States. Dr. Roger Heyns discusses the problems caused by the discrepancy between the national goals which have been stated in legislation and the budget for programs to achieve these goals, and the discrepancy between enacted legislation and funding with respect to welfare, health, education, housing and environment. These problems will eventually lead to a re-examination of national goals and the financial commitments to meet those goals. John Hughes reviews significant acts of Congress of the past year to detect a few clues as to the future of higher education in the seventies. The major portion of these minutes is devoted to business and committee reports of the Association of Research Libraries (ARL). (Other ARL meetings minutes are ED 067115 and LI 004 505-510 and 004 512.) (Author/SJ)

ED 082 790

LI 004 512

Coping with Change: The Challenge for Research Libraries. Minutes of the Meeting (82nd, May 11-12, 1973, New Orleans, Louisiana).

Association of Research Libraries, Washington, D.C.

Pub Date May 73

Note—121p. (0 references)

Available from—The Association of Research Libraries, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Change Agents, Conference Reports, Financial Support, *Library Associations, *Library Automation, *Management, Meetings, Post Secondary Education, *Research Libraries, University Libraries

Identifiers—*Association of Research Libraries, National Commission on Libraries and Information

The program elements of this meeting focus on what research libraries are doing in response to opportunities to meet challenges of changing edu-

cational trends, the threats of shifting financial bases, and improved techniques in management and operation. The following presentations were made under the general heading "Changing Technology: Machine-Readable Data Bases": Introduction, Computer-readable data bases: library processing and use, Libraries, Librarians and Computerized Data Bases, The Northeast Academic Science Information Center, Future Possibilities for Large-Scale Data Base Use, and Information for Contemporary Times. Other presentations were made on: the National Commission on Libraries and Information Science, the Management Review and Analysis Program, the Role and Objectives of the Association of Research Libraries (ARL) as a Agent for Change, the Changing Role of the University Library Director, American Libraries from a European Angle, and the National Commission on Financing Postsecondary Education. These program presentations are followed by the business meeting and committee reports. (Other ARL meetings minutes are ED 067115 and LI 004 505 through 004 511.) (SJ)

ED 082 791 LI 004 513

Academic Library Statistics: 1963/64 to 1971/72.

A Compilation of Statistics from the Seventy-Eight University Library Members of the Association of Research Libraries.

Association of Research Libraries, Washington, D.C.

Pub Date 72

Note—119p.; (0 references)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—"College Libraries, Library Associations, Research Libraries, *Statistical Data, Statistical Surveys, Statistics, Tables (Data), *University Libraries

Identifiers—Association of Research Libraries, *Library Statistics

Statistical data is presented in tabular form for the member libraries of the Association of Research Libraries (ARL) under the following headings: volumes in library, volumes added (gross), volumes added (net), total microform units in library, current periodicals, professional staff full time equivalents, non-professional staff full time equivalents, total staff full time equivalents, student assistants full time equivalents, library materials, binding, total materials in binding, total salaries and wages, other operating expenditures, total library operating expenditures, Ph.D.'s awarded, and number of Ph.D. fields. (SJ)

ED 082 792 LI 004 514

Gherman, Paul And Others

Faculty Loan Regulations in ARL Academic Libraries. Technical Paper No. 4.

Wayne State Univ., Detroit, Mich. Univ. Libraries.

Pub Date May 73

Note—9p.; (1 reference)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Faculty, Library Associations, *Library Circulation, Library Collections, Library Surveys, Policy, Questionnaires, *University Libraries

Identifiers—Association of Research Libraries, *Library Loan Regulations

A survey of faculty loan regulations in force at Association of Research Libraries (ARL) academic libraries indicated that there is little equity, between faculty and students, of loan regulations; that it is not possible to determine loan policies from the regulations that support policy; and that many of the libraries appear to be unable to force compliance with faculty loan regulations. (Author/SJ)

ED 082 793 LI 004 515

Avram, Henriette D.

RECON Pilot Project. Final Report.

Library of Congress, Washington, D.C.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—54p.; (0 references)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 3000-00061; \$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Bibliographic Citations, *Cataloging, Computer Programs, Costs, Data Bases, *Information Processing, Input Output Devices,

*Library Automation, Library Technical Processes, Microfilm, Pilot Projects

Identifiers—"Library of Congress, Machine Readable Cataloging, MARC, RECON

One of the specific recommendations in the Retrospective Conversion (RECON) feasibility report (ED 032 895) was that a pilot project be established to test various conversion techniques, ideally covering the highest priority material (English-language monograph records from 1960-68). A two-year pilot project was initiated in August 1969. This report is oriented toward the work of the project as a whole. The pilot project conducted at the Library of Congress covered five major areas: (1) testing techniques postulated in the RECON report in an operational environment, (2) development of procedures and computer programs to implement format recognition, (3) analysis of techniques for the conversion of older English-language materials in foreign languages using the roman alphabet, (4) monitoring the state-of-the-art of input devices that would facilitate conversion of a large data base, and (5) a study of microfilming techniques and their associated costs. The accomplishments of the pilot project are discussed in detail in this document. (Author/SJ)

ED 082 794 LI 004 516

Crum, Norman J.

Library Goals and Objectives: Literature Review. ERIC Clearinghouse on Library and Information

Sciences, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Note—42p.; (141 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Goal Orientation, *Libraries, *Library Planning, Library Programs, Literature Reviews, *Objectives

The literature of library goals and objectives is reviewed, evaluated and structured to serve those in university, public and special libraries who are planning the future direction of their organizations. The emphasis is upon overall goals and objectives—not low-level, organizational nor state or other area-type goals. Background factors and trends, types and definitions, benefits and importance, broad surveys, guidelines and problems of formulation, further research recommendations, and a bibliography of one-hundred forty-one references, arranged by author, make up the review. (Author)

ED 082 795 LI 004 517

Flood, Barbara, Ed. Rawson, Kathleen, Ed.

Sources of Scientific and Technical Media.

Pub Date 2 Aug 73

Note—43p.; (0 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Information Sources, *Instructional Materials, *Instructional Media, Library Collections, *Library Materials

Identifiers—"Scientific And Technical Information

The need for familiarity with media and materials other than periodicals and books is particularly urgent in the fields of science and technology. As part of the course requirement for Resources in Science and Technology at Drexel, each student found and annotated five non-book source materials pertinent to this field. These sources were then edited and organized into the alphabetic list contained in this document. Preceding the annotations are subject and medium indexes. The indexes are broken down in the following manner: (1) Subject: biology, chemistry, computers, engineering, films, general, geology, instrumentation, medicine, oceanography, physics, realia; and, (2) Medium: audiocassette, audiotape, bibliography, film cartridge, film clip, films (general), films (8mm), films (16mm), films (35mm), journals, maps, microforms, motion cartridges, overhead transparencies, slides, videotape. It is hoped that this compilation will prove useful to students and practitioners in college libraries, public libraries, special libraries, and technical information centers. (Authors/SJ)

ED 082 796 LI 004 518

Gluchowicz, Zofia

Selective Dissemination of Information and Retrospective Searches. Computer Based Information Services from RIT.

Royal Inst. of Technology, Stockholm (Sweden).

Report No.—TRITA-LIB-4023

Pub Date Sep 73

Note—62p.; (5 references)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—"Data Bases, Electronic Data Processing, Evaluation, Foreign Countries, Information Processing, *Information Retrieval, *Information Services, Relevance (Information Retrieval), *Search Strategies

Identifiers—Royal Institute of Technology, *Selective Dissemination of Information

The purpose of this guide is to give an up-to-date presentation of the information service offered by the documentation center at the Royal Institute of Technology (RIT) and to facilitate the utilization of the service. The guide gives a general account of the multidisciplinary computerized current awareness service (SDI) and a detailed description of the profiling system, including profile construction techniques and profile maintenance methods and routines. Included in this guide are descriptions of: the data bases included in the SDI service, processing of magnetic tapes, the construction of search profiles, comments on the profile print-out and on the list of references for the profile, evaluation and feedback methods, statistics compiled, contacts with users, subscription fees, etc. (Author/SJ)

ED 082 797 LI 004 519

Mauerhoff, Georg R., Comp.

Open Conference on Information Science in Canada, Proceedings (1st, Montebello, Quebec, May 14 & 15, 1973).

Canadian Association for Information Science, Ottawa (Ontario).

Pub Date 73

Note—186p.; (100 references)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Communications, Conference Reports, Education, Foreign Countries, *Information Networks, *Information Science, Information Scientists, *Information Systems, Library Education, Policy, Research, Technology

Identifiers—"Canada, Information Science Education

The papers presented at the first Canadian conference on information science are presented in this volume. Six presentations were given under the general topic of research: Research into Privacy and Data Banks, Communications Knowledge Software Industry for Canada, Census Data Access and Statistical Information Management, Communication System Habitability: The Need for Behavioural Research, FABS (Formulated Abstracting): An Experiment in Regularized Content Description, and I.F. Thesaurus of Building Science and Technology. The subject of education included: Education for Information Science: An Apologia and an Introduction, National Goals for the Education and Training of Personnel for a National System for Scientific and Technological Information, Data-The Missing Link in the Evolution of Library Science Curricula, Teacher Education in Information Systems Utilization, and Laval University's Experience with Data Bases. Papers on technology are: Computer Communications in Canada, Communications and the Wired City, Modularity - Microform and Microcomputers, A Hybrid Interactive Search System, Optical Character Recognition in Information Processing, A UDC Water Thesaurus/Concordance: Development and Use, and An Urban and Regional Information System, as Applied to the Eastern Townships Region, Province of Quebec. Four papers are also included on policy and information networks in Canada. (SJ)

ED 082 798 LI 004 520

Shaffer, Dale E.

Creativity for Librarians (A Management Guide to Encourage Creative Thinking).

Pub Date 73

Note—40p.; (0 references)

Available from—Dale E. Shaffer, 437 Jennings Ave., Salem, OH 44460 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—"Creative Development, *Creative Thinking, Creativity, *Librarians, Libraries, Management, Personnel Management

The encouragement of creative thinking on the part of librarians is the purpose of this management guide. Every librarian has creative potential and the author discusses ways it can be developed. Included are discussions on the meaning of creativity, the need for creativity in libra-

ries, traits of the creative librarian, steps in the creative process, how it can be encouraged, examples, and creative ideas for librarians. Of special value are the questions it poses to encourage the improvement of libraries. (Author)

ED 082 799 LI 004 521
Action Plan for Florida's Public Libraries.

Florida Library Study Commission, Tallahassee; Spindletop Research Center, Lexington, Ky. Report No.—R-240
Pub Date 1 Mar 72

Note—105p.; (0 references); The preparation of this report was financed by a grant provided under provisions of the Library Services and Construction Act, Title I

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Librarians, Library Collections, Library Planning, *Library Services, Library Surveys, *Public Libraries, *State Libraries
Identifiers—*Florida

In response to the objective of providing quality library services to Florida's citizens and to supplement efforts of the Florida Library Association and local leaders, a library study commission was formed to produce an action plan for Florida's public libraries. The plan concentrates upon three principal needs of the library system: organizational redirection; financial soundness; and quality services on a comprehensive scale. In order to provide a sound basis for analyses and recommendations, these steps were followed in the preparation of the plan: Inventory existing status and performance of all public libraries in the state; Adopt standards of library services desired for all public libraries; Analyze library legislation of all states, but specifically with respect to Florida; Determine, through survey techniques, what Florida library users want in the way of future library services; Determine the reasons for non-use of the libraries by many residents of the state; Assess the role, relationship, and future needs of the State Library; and, Assess the impact of new technology upon the delivery of library services. The results of the above work provided the Commission with ample information to determine the needs and direction of the Florida public library system. This document has been prepared to convey the results of the Commission's planning activities and to document the findings of the research work leading to the plan. (An addendum to this report is LI 004 522.) (Author/SJ)

ED 082 800 LI 004 522
Action Plan for Florida's Public Libraries. Addendum

Florida Library Study Commission, Tallahassee; Spindletop Research Center, Lexington, Ky. Report No.—R-240
Pub Date 1 Mar 72

Note—12p.; (2 references); The preparation of this report was financed by a grant provided under provisions of the Library Services and Construction Act, Title I

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cable Television, Communications, Computers, Holography, *Library Automation, Library Networks, *Library Planning, Library Programs, *Library Services, *Public Libraries, Technology, Telecommunication
Identifiers—*Florida

The introduction to this addendum (the Action Plan is LI 004 521) discusses the present use by libraries of information-handling technology and identifies some of the trends taking place in performing essential library services. While some limited inroads have been made in automating certain public library functions, the bulk of services is still being performed in much the same manner as has been the case for years. This is not because public libraries have not sought to be progressive, or have been reluctant to change traditional procedures. Rather, other pressures for public funds have often resulted in lower-than-desired funding for library projects. Moreover, many of the promising applications of new technology have not been developed to the point where they are appropriate for implementation in public libraries on any large scale. New methods of storing, retrieving, and disseminating information are needed, and it is in the realm of new technology and its application to public library functions that perhaps the greatest benefits will lie. With this in mind, an examination of potential new technology and the possible implications on the Florida library system is ap-

propriate. Included in this discussion are broadband coaxial cable, cartridge television, and the implications of communications for Florida's library system. (Author/SJ)

ED 082 801 LI 004 523
The Education Professions 1971-72. Part IV—A Manpower Survey of the School Library Media Field.

Office of Education (DHEW), Washington, D.C. Report No.—DHEW-OE-73-12001
Pub Date Nov 73

Note—61p.; (142 references)

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. (Stock No. 1780-01180; \$0.90)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Federal Programs, *Instructional Materials Centers, *Librarians, Library Standards, Manpower Needs, Manpower Utilization, *Media Specialists, Occupational Surveys, Personnel, *School Libraries, *Standards, Training

Members of professional organizations, representing school libraries and audiovisual personnel, set up new standards for staffing the library media centers. These standards recognize that school libraries were taking on new and greater responsibilities and were incorporating more and more audiovisual functions which require a new professional expertise, combining the skills of the librarian and those of the audiovisual specialist. This report is concerned with a study that was devised to provide some measure of the extent to which these standards were being adopted, not only in the staffing of school library media centers and the programs they developed but also in the professional schools at colleges and universities which prepare the staff for these centers. The general conclusion of this report is that the school library media field is making only tentative steps toward joining the two functions traditionally performed by librarians and by audiovisual specialists. While the best programs are moving toward new standards, very few school library media programs approach those standards. The report concludes with a summary of Federal efforts in the media field, particularly as these bear on the focus of this report. (Author/SJ)

ED 082 802 LI 004 524
The Williams & Wilkins Company v. The United States (Decided November 27, 1973).
Court of Claims, Washington, D.C.
Pub Date Nov 73

Note—104p.; (8 references) No. 73-68

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Copyrights, Court Cases, Federal Court Litigation, *Libraries, *Reprography
Identifiers—National Library of Medicine, *Williams and Wilkins

Plaintiff Williams & Wilkins Company, a medical publisher, charges that the Department of Health, Education, and Welfare, through the National Institutes of Health (NIH) and the National Library of Medicine (NLM), has infringed plaintiff's copyrights in certain of its medical journals by making unauthorized photocopies of articles from those periodicals. Modern photocopying in its relation to copyright spins off troublesome problems, which have been much discussed. Those issues have never before been mooted or determined by a court. In this case, an extensive trial was held before former Trial Judge James F. Davis who decided that the Government was liable for infringement. On review, helped by the briefs and agreements of the parties and the amici curiae, the U.S. Court of Claims takes the other position and holds the United States free of liability in the particular situation presented by this record. (Author/SJ)

PS

ED 082 803 PS 006 283
Cantor, Barbara Chabrow, Sheila

Reaching Parents—The Why's and How's.

Parent Cooperative Preschools International, Baie d'Urfe (Quebec).
Pub Date 72

Note—20p.

Available from—PCPI, 20551 Lakeshore Road, Baie d'Urfe, Quebec, Canada (\$0.50 for members, \$0.75 for non-members)

Document Not Available from EDRS.

Descriptors—Educational Objectives, Guides, *Nursery Schools, *Orientation, *Parent Education, *Parent Participation, *Preschool Education

Identifiers—Parent Cooperative Preschools International

This guide provides ideas for organizing and conducting orientation and inservice parent education programs in nursery schools (particularly cooperatives). It outlines items to be included in parent orientation meetings and enumerates the goals of a community nursery school. Also discussed are suggestions for working with children, some excerpts from a parent education program in Alexandria, Virginia, and some program topics. A parents' library booklet, an observation checklist for visiting schools, and suggestions for stimulating more interest in parent education programs are included. (For related document, see PS 006 289.) (SET)

ED 082 804

PS 006 289

Chisholm, Joan

Reaching Parents—Parent Programming and Workshop Planning.

Parent Cooperative Preschools International, Baie d'Urfe (Quebec).

Pub Date 72

Note—11p.

Available from—PCPI, 20551 Lakeshore Road, Baie d'Urfe, Quebec, Canada (\$0.50 for members, \$0.75 for non-members)

Document Not Available from EDRS.

Descriptors—Guides, *Parent Education, *Parent Participation, *Parent Teacher Cooperation, *Preschool Education, *Workshops

Identifiers—Parent Cooperative Preschools International

This booklet provides suggestions for organizing programs and workshops for parents of children in cooperative preschools. Workshop topics, suggestions for selecting speakers, and ways to encourage the attendance of fathers are discussed. A checklist to use in preparing for a workshop or conference includes reminders on arrangements for facilities, registration, speakers, materials and displays, publicity, etc. (For related document, see PS 006 283.) (SET)

ED 082 805

PS 006 661

Vance, Barbara And Others

The Effects of Training on Reciprocity Judgments in Prekindergarten Children.

Brigham Young Univ., Provo, Utah.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-0-0264

Pub Date Mar 73

Grant—OEG-8-70-0201(508)

Note—22p.; Paper presented in summary form at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, *Cognitive Development, *Discrimination Learning, Ethical Instruction, Ethics, Middle Class, *Moral Development, Personality Development, *Preschool Children, *Role Playing, Values

This study investigated the effects of training on reciprocity judgments in 43 white, middle class children, ages 38 to 68 months. Hypotheses were (1) children trained to make mature responses to interpersonal conflicts would make more mature judgments in illustrated story conflict situations than those receiving no training, (2) children exposed to discussion and role playing during training would make more mature reciprocity judgments on a story posttest than those exposed to operant discrimination training, and (3) there would be no sex differences on reciprocity judgments. Treatment A children acted out, discussed, and suggested solutions to a conflict situation, and then re-enacted the situation using the trainer's mature response to resolve the conflict. Treatment B consisted of operant discrimination training without discussion. Treatment C children listened to a story and answered questions. Children verbally solved 10 illustrated conflict situations on a posttest. Hypotheses (1) and (3) were supported; however, operant discrimination training was more effective than role playing and discussion training. (DO)

ED 082 806

PS 006 666

Krause, Dorothy Olson, Borghild

Motor-Perceptual Movement Patterns: A Program for Establishing Neurological Organization.

Pub Date 68

Note—40p.; See PS 006 667 for resume of program of activities

Available from—Mrs. Borghild L. Olson, 2609 Hackberry Lane, LaCrosse, Wisconsin 54601 (Paper, \$1.50)

Document Not Available from EDRS.

Descriptors—Articulation (Speech), *Body Image, *Early Childhood Education, Exercise (Physiology), Eye Movements, Neurological Organization, *Perceptual Motor Coordination, Performance Tests, *Physical Activities, *Psychomotor Skills

This booklet presents a brief description of human neurological development and outlines a program for children designed to establish neurological organization through movement. The patterns of movement are divided into six areas: (1) General Movement Patterns (such as head rolls, crawling, cross-pattern creeping and walking, running, skipping, etc.); (2) Specific Movement Patterns (manipulation of small articles, painting, ball skills, rope jumping); (3) Eye Movement Patterns (eye contact, ocular pursuit, peripheral vision, accommodation); (4) Communication Patterns (action language, labeling language, mimic language, repetitive language, and descriptive language); (5) Visualization Patterns; and (6) Visual Perceptual Organization. A list of motor perceptual functions to be observed is included. (SET)

ED 082 807

PS 006 676

Scott, Ralph

Research and Early Childhood: The Home Start Project.

University of Northern Iowa, Cedar Falls.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Grant—OEG-0-8-055780-2927;

OEG-3-7-

068526-2086

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education, *Disadvantaged Youth, Enrichment, Family Environment, *Home Programs, *Intelligence Development, *Intervention, Longitudinal Studies, Parent Participation, *Preschool Education

Identifiers—Iowa Tests of Preschool Development, LRS Seriation Test, Mann Whitney U Tests, Primary Mental Abilities Test, *Project Home Start

This report describes Home Start, a sequential, highly individualized enrichment program for disadvantaged 2- to 5-year-olds. The program, based on the theoretical need hierarchy of Maslow, focuses on community and family dynamics. Home Start encouraged interdisciplinary collaboration, using the services of psychologists, social workers, home economists, nurses, speech therapists, preschool teachers, and paraprofessionals. This report (1) discusses the parental involvement in Home Start, (2) describes how vulnerable families were identified and referred to community agencies, and (3) presents longitudinal data 19 months after the program's termination. (DP)

ED 082 808

PS 006 677

Segal, Marilyn M.

You Are Your Baby's First Teachers.

Nova Univ., Fort Lauderdale, Fla.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—OCD-CB-138

Pub Date 73

Note—214p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Child Development, *Guides, *Infants, *Learning Activities, Manipulative Materials, *Parent Child Relationship, *Parent Education, Psychomotor Skills, Sensory Experience, Socialization, Stimulation

This easy-to-read manual for parents describes what a baby learns in the first year of life and suggests specific things parents or caregivers can do to encourage a baby to use his body, senses, and mind to communicate. Each chapter is concerned with 1 month of the infant's life and includes sections on (1) Baby's Viewpoint (discussion of the infant's developments during the month); (2) Motor Skills; (3) Seeing, Hearing, and Feeling; (4) Socialization; (5) Suggested Motor Activities; (6) Suggested Seeing, Hearing and Feeling Activities; and (7) Suggested Socializing Activities. Each chapter includes age-appropriate games, cutouts, and toys (with building instructions).

tion). A checklist for parents to record their baby's activities is also included. (SET)

ED 082 809

PS 006 683

Halasa, Ofelia Fleming, Margaret

Kindergarten Enrichment Project, Disadvantaged

Pupil Program Fund (Fund Number 97-15).

1971-1972 Evaluation.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 73

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Compensatory Education Programs, Consultants, *Disadvantaged Youth, *Early Childhood Education, Educational Environment, *Evaluation, Instructional Materials, Intervention, Kindergarten, Parent Participation, *Readiness, Teacher Behavior

Identifiers—Cleveland, *Kindergarten Enrichment Program, Metropolitan Readiness Test, Stanford Early School Achievement Test

This report presents an evaluation of Cleveland's Kindergarten Enrichment Program, 1971-1972. The program was designed to provide continuation of the enriched learning experiences initiated in preschool, and to create environments conducive to learning for children without preschool experience. Target classes were chosen according to a poverty index. The program has the following components: teacher assistants in kindergarten classrooms, male college students serving as models, a program of instructional and supportive services, and parent involvement. Approximately 6,000 children in 208 classrooms were served during the 1971-72 year. As measured by the Stanford Early School Achievement Test and the Metropolitan Readiness Test, project participants evidenced significant growth in readiness skills. Staff interviews and other verbal reports indicated that traditional kindergarten classroom behavior patterns had been changed in positive ways. It is stressed that direct observation of teacher and child behavior is needed to make future evaluations. Program staff and training workshops are evaluated. (DP)

ED 082 810

PS 006 684

Halasa, Ofelia Fleming, Margaret

Child Development Project, Title I Fund (Fund

Number 58-3), 1971-1972 Evaluation.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Ancillary Services, *Compensatory Education Programs, Curriculum, *Disadvantaged Youth, *Inservice Teacher Education, Parent Participation, *Preschool Programs, *Program Evaluation, Readiness (Mental), Self Concept

This evaluation study outlines the needs, rationale, historical background, and operations of the Title I Child Development Project (1965-72). The 1971-72 Project is described and evaluated; implications of key findings are discussed. The major emphasis of the 1971-72 school year focused on staff development through inservice workshops. It is recommended that (1) the project and (2) focus on staff development be continued, (3) there should be an objective systematic classroom schedule to monitor what is happening in the classroom, and (4) teachers' requests to continue to work with teacher consultants should be granted. Appendices list child development centers, tests used in the study, and summaries of teachers' and parents' responses to questionnaires. (DO)

ED 082 811

PS 006 686

Siedman, Eileen

Day Care in Vermont: An Evaluation of the Vermont Model FAP Child Care Service System.

Day Care and Child Development Council of America, Inc., Washington, D.C.; Leadership Inst. for Community Development, Washington, D.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Evaluation Div.

Pub Date 72

Note—447p.

Available from—Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (\$4.00, paper)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Administrative Organization, Child Welfare, *Day Care Programs, *Federal Programs, Federal State Relationship, *Models, Program Administration, *Program Evaluation, *Program Planning

Identifiers—Vermont Family Assistance Plan

This book presents an extensive examination of the organization and operation of the Vermont model day care delivery system which was designed in the context of the proposed Family Assistance Plan (FAP). The model tested the ability of Federal and State employees to work together and share resources in designing a new approach to welfare reform. The planning processes of the day care system are discussed in four major categories: (1) organization and management, (2) day care services, (3) money, and (4) evaluation. Each category contains a description of what was expected by the funding agencies and what was achieved during the planning period. The operating system which was to serve as a blueprint for the delivery of the statewide FAP day care services is discussed in terms of: (1) a critique, (2) people, (3) money, (4) controls, (5) community coordinated child care (4-C), (6) supportive resources, (7) information, and (8) decisions. A glossary, an acronyms list, and appendices are included. (For related document, see ED078956.) (SET)

ED 082 812

PS 006 695

Anderson, Scarvia Messick, Samuel

Social Competency in Young Children.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-H-2993-A-H-0

Pub Date Mar 73

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anti Social Behavior, Cognitive Development, *Early Childhood Education, *Educational Objectives, Intelligence Quotient, *Interpersonal Competence, Self Concept, *Social Behavior, *Social Development, Socialization, Social Values

This report capsulizes the problems of defining the meaning of social competency in young children in relation to a panel discussion held in January 1973. Four approaches are discussed: (1) the "bag of virtues" approach, (2) the "industrial psychology" approach, (3) the normative-expectation approach, and (4) the theory-guided approach. Seven conceptual distinctions important in defining social competency, and twenty-nine statements that represent facets of social competency in young children are outlined. Implications for measurement, research, and policy, and an index of competency variables are included. (SET)

ED 082 813

PS 006 699

Hagen, John W. Hale, Gordon A.

The Development of Attention in Children.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RB-73-16

Pub Date Feb 73

Note—38p.; Paper presented at the Minnesota Symposia on Child Psychology (University of Minnesota, Minneapolis, October, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Attention, Cognitive Development, Correlation, Cross Cultural Studies, *Elementary School Students, Incidental Learning, *Information Processing, Learning Processes, *Literature Reviews, Memory, Retarded Children, Visual Stimuli

Identifiers—*Selective Attention

To study the development of selective attention in children a paradigm was developed in which certain features of the stimulus were designated as relevant for task performance while others were defined as incidental. Performance on the central task was assessed as well as later recall of information about the incidental stimuli, and these two measures together provide a basis for inferring selective attention. A major finding is the developmental improvement in children's efficiency of attention deployment. Although incidental learning remains relatively stable from middle childhood to early adolescence, central performance increases markedly. Beyond early adolescence, successful performance on central

tasks is accompanied by an inhibition of attention to incidental features. Studies are reviewed which deal with development of task strategies, correlational evidence for the developmental trend, analyses of attention in retardates, and cross-cultural comparisons. A two-stage model of information processing is considered, and it is concluded that this model may account for the various empirical results that have been presented. (DP)

ED 082 814 PS 006 702

Reese, Clyde Morrow, Robert O.

Socioeconomic Mix Effects on Disadvantaged Children in Preschool Child Development Programs: Phase II.

State Coll. of Arkansas, Conway.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-H-6902

Pub Date 73

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, *Disadvantaged Youth, Language Development, *Longitudinal Studies, *Preschool Children, Social Behavior, Social Development, *Socioeconomic Influences

Identifiers—Cincinnati Autonomy Test Battery, Kansas Social Interaction Observation Procedure, Peabody Picture Vocabulary Test, Preschool Inventory, *Socioeconomic Mix

This document reports on Phase II of a 2-year research project. The first phase had investigated the effects of socioeconomic mix on the cognitive and social development of disadvantaged preschoolers. The objectives of Phase II were (1) to continue assessment of effects on the disadvantaged subjects over a 2-year span during which there were four testing periods, and (2) to determine the effects of socioeconomic mix on the advantaged children. Subjects (N=37) classified as disadvantaged, and 25 advantaged preschoolers were studied in three group conditions. Group I had a ratio of 50/50 disadvantaged to advantaged; Group II, 75/25; and Group III (100% disadvantaged) served as a control. Instruments used to assess developmental change were the Preschool Inventory, the Peabody Picture Vocabulary Test, the Cincinnati Autonomy Test Battery, and the Kansas Social Interaction Observation Procedure. Two major conclusions drawn from analyzing the data were that (1) the positive effects of socioeconomic mix on the cognitive development of disadvantaged preschoolers were maintained over a 2-year period, and (2) the advantaged subjects who participated in the second year of the study realized positive gains on both the cognitive and social dimensions. Other conclusions concerned the effects of socioeconomic mix on adult-child interactions and the children's peer relationships. Data tended to support the value of socioeconomic mix in preschool classrooms; study limitations are delineated. (For related document, see ED 067 147.) (DP)

ED 082 815 PS 006 716

Kindergarten Education.

American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D.C.

Pub Date 68

Note—74p.

Available from—American Association of Elementary-Kindergarten-Nursery Educators, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Child Development, Curriculum Planning, Early Experience, *Educational Objectives, Instructional Staff, *Kindergarten Children, Peer Relationship, Physical Environment, *Preschool Teachers, *Readiness, School Services, Teacher Role

This booklet is a compilation of articles written by educators to describe the qualities of a "meaningful" kindergarten experience. The authors present the unique characteristics of 5-year-olds, the importance of kindergarten, and the relationship of kindergarten to other school experiences. Topics discussed range from teacher-pupil ratio and outdoor space to the role of the paraprofessional. (SET)

ED 082 816 PS 006 717

Zender, Bryce F., Jr.

A Commentary on an Unusual Dialogue Between Jean Piaget and Lev S. Vygotsky.

Pub Date 16 Feb 73

Note—14p.; Paper presented at the UAP Conference on Piaget and the Helping Professions (3rd, Los Angeles, California, February 16, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Association (Psychological), *Cognitive Development, *Cognitive Processes, *Concept Formation, *Elementary School Students, Language Development, Learning Processes, Logical Thinking, Mediation Theory, Perception, *Theories

Identifiers—*Piaget, Vygotsky

A dialogue between Jean Piaget and Lev Vygotsky is described and analyzed. Practical implications of the theoretical discussions between the psychologists are pointed out for parents, teachers, and other professionals who deal with children. Essential points of agreement for Piaget and Vygotsky concern the crucial role played by consciousness in determining behavior, and the reliance on the concept of adaptation in the biological sense for studying child development. The theorists' views also converge in many aspects of concept development, as they both see concepts as genuine acts of thought that change qualitatively over time. Areas of differences between Piaget and Vygotsky involve Piaget's "cognitive ego-centrism" and Vygotsky's tendency to overlook the limitations of biosocial adaptation. Also, the relative importance of different concepts in the educational process is disputed. It is concluded that both men were instrumental in revolutionizing the study of language and thought through (1) the development of clinical methods to study children's thinking, and (2) the systematic investigation of children's perception and logic. (DP)

ED 082 817 PS 006 735

Kiester, Dorothy J.

Who Am I? The Development of Self-Concept.

Learning Inst. of North Carolina, Durham; North Carolina Univ., Chapel Hill. Institute of Government.

Pub Date Apr 73

Note—23p.

Available from—Learning Institute of North Carolina, Durham, N.C. 27701 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Rearing, *Early Childhood Education, Educational Environment, Emotional Adjustment, *Emotional Development, Emotional Problems, Environmental Influences, *Parent Child Relationship, *Self Concept, Teacher Behavior

The first stage of self-concept development concerns the parents' treatment of the child. Parents are advised to be accepting and supportive of children, particularly toddlers. Punishment and repression of toddlers' curiosity has deleterious effects on their emotional development. The second critical variable in establishing a sense of self concerns the child's perceptions of society's evaluation of his family. Teachers are advised to reflect positive values and attitudes towards children's parents, even if they hold different personal standards. Teachers must be aware of the emotional significance of initial parent-child separations. The third stage in the development of self-concept is the child's accumulation of positive and negative experiences. Conditions in which interpersonal and academic success are facilitated must be established. (DP)

ED 082 818 PS 006 750

Latane, Julie Gatewood

Teaching College Students to Teach Concepts to Young Children. Final Report.

Junata Coll., Huntingdon, Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-2-C-022

Pub Date 1 May 73

Grant—OEG-3-72-031

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Concept Formation, *Disadvantaged Youth, Discrimination Learning, Instructional Materials, *Preschool Programs, Reinforcement, *Teacher Education, *Tutoring

Identifiers—Appalachia

This document describes a project which was designed (1) to develop a program to teach concepts to young children, and (2) to pilot test the program using college students as teachers of Appalachian children. The instructional program

was composed of a series of visual discrimination problems in which the child must discriminate the correct from the incorrect example of the concept. An errorless discrimination procedure was combined with positive reinforcement. A preliminary evaluation of the effectiveness of the teaching method and materials was made to determine the feasibility of organizing college students as preschool volunteer tutors. It was concluded that (1) college students were highly motivated and creative teachers, (2) tutors, children, and parents enjoyed participating in the program, and (3) exploratory data indicated that the programs, teaching methods, and evaluation procedures provided a good framework for the teaching program. Appendices include information and materials associated with the learning program, data forms, student evaluation forms, lists of supplementary activities compiled by the tutors, and newspaper articles and communications relevant to the project. (DP)

ED 082 819 PS 006 781

Chavez, Rafael, Ed.

National Conference: Early Childhood Education and the Chicano (Tucson, Arizona, August 3-5, 1972).

Pima Community Coll., Tucson, Ariz.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Report No.—OCD-CB-410(S1)

Pub Date Aug 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Bilingual Students, *Conference Reports, Cultural Environment, *Early Childhood Education, English (Second Language), *Instructional Materials, Mexican Americans, Music Education, *Spanish Speaking, Teacher Education, Televised Instruction, Workshops

This document reports on a national meeting organized by the State Training Office in Arizona through the combined efforts of Mexican American Systems and the Office of Child Development. The emphasis of the meeting was to encourage implementation of bilingual-bicultural education for Chicanos at early stages of their development. The first section of the report presents summaries of the activities of 19 small group workshops, with topics incorporating problems of the Chicano child, Mexican-American life style, teacher training, existing bilingual programs, and new approaches to bicultural education. The second part of the report lists the companies who exhibited their bilingual materials at the conference. An abstract bibliography of 20 relevant papers, and a bibliography of 34 textbooks concerned in various ways with bilingual education are included. The final section of the document includes preconference correspondence from government officials, educational administrators, and professors. Results of the workshop evaluations are listed, based on rating scales completed by all participants. The publicity generated by the conference is reviewed, as are initial indications of lasting effects of the meeting. (DP)

ED 082 820 PS 006 785

Gonzalez-Mena, Janet

A Developmental Program for Teaching English as a Second Language to Preschool Children.

Pub Date [71]

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Concept Formation, Educational Improvement, *English (Second Language), *Home Programs, *Learning Activities, Music Activities, *Preschool Children, Spanish Speaking, Student Motivation, Student Teacher Relationship, Teaching Methods

Identifiers—Cuauhtemoc Bilingual Preschool Project

The Cuauhtemoc Bilingual Preschool Project, Redwood City, California, is designed to teach Spanish-speaking preschoolers English in classes conducted in their homes. The lesson plans (called "English Experiences") are based on a set of principles: (1) establishment of a language relationship is an important means of motivating the child to learn the target language, (2) young children need a total development program, and (3) children learn by doing. Emphasis is placed on the child's need to learn language in real situations with concrete experiences, while retain-

ing his original language and self-esteem. Teaching methods are discussed, and nine specific performance objectives of the Cuah-temoc Project are outlined. A list of suggested activities, materials, books, and songs are included. A child's picture-word matching workbook is also included. (ST)

ED 082 821 PS 006 786

Adkins, Dorothy C. And Others

Continuation of Research on Teaching Preschool Children Motivation to Achieve in School—1971-72. Final Report.

Hawaii Univ., Honolulu. Education Research and Development Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-CG-9929

Pub Date Sep 72

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Affective Behavior, Behavior Change, Criterion Referenced Tests, *Curriculum Evaluation, Intervention, *Kindergarten, *Motivation, *Preschool Curriculum, Self Concept, Teacher Education

A curriculum has been designed to teach the following 5 components of motivation to achieve in school: (1) affective, or enjoying school, (2) conceptual, or seeing oneself as a learner, (3) purposive, or goal setting, (4) instrumental, or actively moving toward goal attainment, and (5) evaluative, or self-assessing progress toward goals. Field testing has occurred over the past three years to evaluate the curriculum, refine teacher training procedures, and extend the curriculum to kindergarten as well as preschool. Outcomes were analyzed with "Gumpookies," an instrument created to measure motivation for achievement, and criterion-referenced tests. Assessment also included classroom observation procedures. Also studied were the effects of two newly devised curricular units involving intensive individual contact with a small number of students. Analyses of results indicate that the curriculum had preliminary positive effects and that teacher training procedures were generally effective in producing teacher behavior needed in the curriculum. In addition, the program seems to be effective with kindergartners. Appendices describe the important activities and measurement instruments of the curriculum. (DP)

ED 082 822 PS 006 787

Phinney, Jean Swift

The Influence of Age and Materials on Young Children's Play Activities and Classification Learning. A Doctoral Dissertation.

California Univ., Los Angeles. Early Childhood Research Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-CG-9938

Pub Date 73

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Ability Grouping, *Age Differences, *Classification, *Cognitive Development, Complexity Level, Learning, Manipulative Materials, Observation, Patternmaking, *Play, Post Testing, *Preschool Children, Pretests

This paper describes two studies conducted to investigate young children's manipulative responses to materials in a free play situation and to examine the resultant learning. Study I: Each child played with either a simple or a complex set of materials during three play sessions. Learning was measured on a posttest of classification ability. Results indicated that children's ability to interact with the materials was not related to the complexity of the materials, except in the posttest. Younger children performed better after playing with simple blocks, while older children performed better after playing with complex blocks, providing evidence that a match between age and complexity of materials may be a factor in learning classification. Study II: Only 3- and 5-year-olds were studied, new materials were added, and the old blocks were redesigned to emphasize differences between the simple and complex. Instead of three sessions with one set of materials, each child had one session each with three sets of materials. Results indicated there was no significant interaction of age and complexity of materials on classification activities. There were significant age differences in manipulation scores. The

study provided information on the consistency of responses across different materials and the relationships between different types of responses to the same materials. (ST)

ED 082 823 PS 006 796

Watts, Jean Carew And Others

Environment, Experience and Intellectual Development of Young Children in Home Care.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Pub Date May 73

Note—22p.; Paper presented at the Anniversary Meeting of the American Orthopsychiatry Association (50th, New York, New York, May, 1973)

Available from—Jean Carew Watts, Ph.D., 705 Larsen Hall, Harvard Graduate School of Education, Appian Way, Cambridge, MA 02138 (no charge)

Document Not Available from EDRS.

Descriptors—*Environmental Influences, *Intellectual Development, *Longitudinal Studies, Observation, *Parent Child Relationship, *Preschool Children, Questionnaires, Social Relations, Socioeconomic Status

Identifiers—*Competence, Harvard Preschool Project, Nature Nurture Controversy

This description of the Preschool Project focuses on one aspect of research: the effect of his human environment on the child's intellectual development; specifically, the effect of his interaction with his main caregiver. The Preschool Project is described in more complete detail in document PS 006 798. The project is categorized as a natural experiment because researchers (1) observed children in the natural milieu, (2) emphasized the role of normal every-day experiences in intellectual development, and (3) examined children from contrasting socioeconomic groups with regard to level of competence. Subjects were 40 children, ages 1 to 3, whose interactions were observed and coded. Judgments were made of the value of the interaction for intellectual and social growth, and the role played by the interactor. A principal finding of the study was that interactors with children, who by age 3 had attained high levels of intellectual competence, spent over twice as much time involved in intellectually valuable activities as did interactors with children who achieved less competence. The type of role played by the interactor (participant, observer, or restrictor) seems to be important. The key role of the caregiver is discussed, with concrete illustrations drawn from actual observations. (DP)

ED 082 824 PS 006 798

Watts, Jean Carew And Others

Environment, Experience and Development in Early Childhood. Final Report.

Harvard Univ., Cambridge, Mass. Lab. of Human Development.

Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-CG-9916

Pub Date Jan 73

Note—336p.

Available from—Jean Carew Watts, Ph.D., 705 Larsen Hall, Harvard Graduate School of Education, Appian Way, Cambridge, MA 02138 (\$7.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Case Studies, *Environmental Influences, *Intellectual Development, *Longitudinal Studies, Observation, Parent Child Relationship, *Preschool Children, Questionnaires, *Social Development, Socioeconomic Status

Identifiers—Competence, Naturalistic Research, Nature Nurture Controversy

This document briefly describes Phase I of the Preschool Project. The research from 1969-72, Phase II, focuses on how the experiences and environments of highly competent and less competent children differ in early childhood. It is theorized that intellectual development is a function of a child's interaction with his human and physical environment. The project is categorized as a natural experiment because researchers (1) observed children in their natural milieu, (2) emphasized the role of normal experiences in intellectual and social development, and (3) examined children from contrasting socioeconomic groups based on their predicted level of social competence by age 3. Subjects, 40 normal children, ages 1 to 3, were tested periodically on in-

telligence and social competence. Observational instruments were developed to measure the effects of the human and physical environment. Four case studies illustrate different kinds of environment and developmental patterns. Discussion of the nature-nurture controversy includes implications for the interactional model of development on which the study is based. (DP)

ED 082 825 PS 006 800

Greven, Philip J., Jr.

Child-Rearing Concepts, 1628-1861: Historical Sources.

Pub Date 73

Note—181p.

Available from—F. E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Illinois 60143 (\$2.95, paper)

Document Not Available from EDRS.

Descriptors—*Child Rearing, *Early Childhood Education, Educational History, Ethical Instruction, Family Influence, *Foundations of Education, *Historical Reviews, Moral Development, Parent Child Relationship, Parent Responsibility, *Puritans

This collection of readings, which focuses on children's education and family influences, is taken from authors of the 17th, 18th, and 19th centuries. Puritan-evangelical concepts comprise most of the book, exemplified by such authors as (1) John Robinson, (2) John Locke, (3) Cotton Mather, (4) Susanna Wesley, (5) John Wesley, (6) Jonathan Edwards, (7) John Witherspoon, and (8) John S. C. Abbott. A more liberal view of childrearing is taken in a five-part essay by Horace Bushnell. Each reading is accompanied by a biographical sketch of the author. (SET)

ED 082 826 PS 006 805

Carrison, Muriel Paskin

Behavior Modification: Education's Watergate.

Pub Date Aug 73

Note—15p.; Paper presented at the Annual Meeting of the American Psychological Association (Montreal, Canada, August 27-31, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Early Childhood Education, *Educational Improvement, *Educational Objectives, Individualism, *Learning, Motivation, Operant Conditioning, Performance, Rewards

Identifiers—Skinner (B F)

Several of the theoretical and experimental assumptions relating to behavior modification are examined and criticized: (1) the human mind can only be understood by observing and measuring the functional behavior it causes, (2) performance can be equated with learning, (3) reward systems and token economies improve intrinsic learning, and (4) all of the variables involved in applying behavior modification techniques in normal classroom can be known and controlled. The philosophy of behavior modification is presented as a direct contradiction to the principles of a free democratic society. Behavior modification and the Watergate affair are described as exhibiting two similar characteristics: a drive for control and power and the practice of secretly manipulating other people toward goals set up by a few individuals. Inquiry and freedom, not conformity, should be encouraged in the classroom. (SET)

ED 082 827 PS 006 807

Elardo, Richard

The Ecology of Infant Day Care.

Pub Date May 73

Note—29p.; Paper presented at the Eastern Regional Conference of the Child Welfare League of America (Washington, D.C., May 1973)

Available from—Dr. Richard Elardo, Center for Early Development and Education, 814 Sherman, Little Rock, Ark. 72202 (free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Child Care Workers, *Child Development, Classroom Arrangement, *Day Care Programs, Discipline, *Environmental Influences, *Infants, Language Development, Mental Development, Motor Development, Safety, Scheduling, Social Development, Teacher Behavior

This paper explores some of the attributed of quality day care programs for infants, age 0 to 30 months. High-quality interactions with adults result in positive developmental outcomes for infants. Adults involved in day care should focus on providing an environment of stimulating ex-

periences, which help infants to develop satisfactorily. Other critical factors in adult behavior are values and attitudes, particularly interpretations of good and bad behavior, methods of discipline, use of materials, and the degree to which daily housekeeping chores interfere with constructive adult-infant interaction. Tips for teaching infants are provided along with an outline of appropriate developmental tasks for infancy. Important aspects of physical layouts for centers concern safety precautions and the division of the facility into interest areas. Daily schedules are discussed; strong organization and planning are stressed. Continuity of care is vital and may be facilitated by having few caregivers for each child, encouraging caregiver-parent communication, and maintaining a low level of staff turnover. (DP)

ED 082 828 PS 006 810
Lysiak, Floy L.

Follow-Up Research on Children Who Were Enrolled in the Central Cities Early Childhood Program. Final Report.

Fort Worth Independent School District, Tex.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No.—BR-1-F-086
Pub Date 29 Jun 73
Contract—OEC-6-72-0710(509)
Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Compensatory Education Programs, *Disadvantaged Youth, Emotional Development, *Followup Studies, Grade 1, Intervention, Motor Development, *Preschool Programs, *Program Evaluation, School Readiness Tests, Self Concept, Social Development

Identifiers—Peabody Picture Vocabulary Test, Slosson Intelligence Test

The purposes of this study were to determine (1) the long-range effectiveness on children's cognitive and affective development of 1, 2, and 3 years of the Central Cities Early Childhood Education Program; (2) how long preschool intervention must be continued to significantly alleviate special problems of disadvantaged children; and (3) the optimum age to begin preschool intervention. Results indicate the program effectively helped children develop an adequate self-concept and social, emotional, motor, and physical skills for successful peer and teacher relations 2 and 3 years after their preschool experiences. Children maintained IQ gains measured by the Peabody Picture Vocabulary Test during preschool and 1 year later, and maintained gains made on the Slosson Intelligence Test 2 or 3 years after preschool. After 3 years of preschool, first grade entrants scored significantly higher on a school readiness test than classmates, but did not achieve as well as predicted by the end of first grade. Two years after the preschool program, children with 3 years of preschool made 1 year's gain on an achievement test but were below grade level on national norms. Intervention begun at age 3 and continued for 3 years is more beneficial than later intervention. (Author/DO)

ED 082 829 PS 006 819

Feinberg, Daniel

An Analysis of Intractable Nightmares in a Two-Year Old Boy.

Center for Preventive Psychiatry, White Plains, N.Y.
Pub Date Dec 69
Note—28p.

Available from—Center for Preventive Psychiatry, 340 Mamaroneck Avenue, White Plains, N.Y. 10605 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, *Early Childhood, Emotionally Disturbed, *Emotional Maladjustment, Emotional Problems, *Fatherless Family, Intervention, *Psychiatry, *Psychotherapy

This paper discusses a case study of therapeutic intervention with a 2-year-old boy. The child's major presenting symptom is intractable insomnia caused by nightmares, but his problems are linked to general patterns resulting from early paternal loss. The report analyzes the first 30 sessions of treatment. Discussion focuses on the unusual durability of the symptom, technical problems encountered during therapy, and implications for preventive psychiatry. (DP)

ED 082 830

Lickona, Thomas

The Psychology of Choice.

State Univ. of New York, Cortland. Coll. at Cortland.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 71

Grant—OEG-0-70-1843

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Child Rearing, Classroom Environment, *Decision Making, *Early Childhood Education, *Educational Objectives, Literature Reviews, *Locus of Control, Motivation, *Open Education, Teacher Behavior

Identifiers—*Coleman Report 1966

A basic quality of the open classroom is that children are encouraged to make choices. Psychological rationales for allowing children to make choices are taken from psychological theory: (1) the objective of education, stated by Piaget and others, is to develop creative and independent thinkers; (2) children are intrinsically motivated to learn; (3) children can learn on their own, as demonstrated by language acquisition; (4) children learn best what interests them; (5) teachers become more effective if children help program and pace their learning; and (6) control over one's environment has beneficial affective results, including the reduction of anxiety. Evidence supporting the rationales is based on: (1) studies of classroom climate, in which emotional atmosphere of a classroom has been shown to affect learning and social behavior in the students; (2) the Coleman Report of 1966, which concluded that self-concept and locus of control factors influenced achievement much more than school resources; (3) childrearing studies; and (4) comparisons of achievements and attitudes of students from different kinds of schools. (DP)

ED 082 831

Lickona, Thomas

How to Make a Summer Head Start Program Make a Difference.

State Univ. of New York, Cortland. Coll. at Cortland.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 71

Grant—OEG-0-70-1843

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Disadvantaged Youth, *Early Childhood Education, Evaluation, *Language Development, Program Improvement, *Program Planning, *Summer Programs, Teaching Techniques

Identifiers—*Project Head Start, Westinghouse Report, Ypsilanti Preschool Curriculum Demonstration

This paper discusses the basic components of a quality summer compensatory program which includes (1) definite objectives, (2) planned, directed teaching, (3) division of responsibility, and (4) internal evaluation. The findings of the Westinghouse report on Head Start and the Ypsilanti Preschool Curriculum Demonstration Project are discussed. About half of the paper gives hints on how to teach and evaluate the language skills of disadvantaged children using examples suggested by Marjorie Kelly (who developed a teacher training mini-course) and Courtney Cazden, an expert on preschool language development. (DP)

ED 082 832

Evaluation Bibliography.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—42p; Tadsript #2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Early Childhood Education, *Evaluation, *Handicapped Children, Parents, Testing, Testing Problems, Testing Programs, *Tests

An annotated bibliography of tests for children and parents, compiled by the Technical Assistance Development System, is presented. The bibliography was developed because of the absence of generally recognized and standardized

measures of performance appropriate for use in educational programs, particularly programs involving the handicapped. The bibliography is designed to provide program personnel with alternative evaluation instruments to consider for usage or for review if local tests are being developed. Tests are categorized according to the dimensions that they measure and the age groups for whom they are recommended. Addresses of publishers and test developers are included. (DP)

ED 082 833

Child and Family Resource Program: Guidelines for a Child Development-Oriented Family Resource System.

Office of Child Development (DHEW), Washington, D.C.

Report No.—DHEW-OCD-73-1051

Pub Date 7 Feb 73

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Community Programs, Community Resources, *Early Childhood, Evaluation, *Family Programs, *Federal Programs, *Interagency Cooperation, Intervention

Identifiers—*Child and Family Resource Program
The Child and Family Resource Program (CFRP) of the Office of Child Development (OCD) is described. CFRP is designed to provide family-oriented, comprehensive services to children from the prenatal period through age 8, according to their individual needs. The program description stresses the use of existing community resources in a linked program network. Prerequisites for consideration as a CFRP sponsor are described, including relevant information on funding and specific guidelines for developing CFRP proposals. Topics considered include contribution to the community, nonfederal funding, minimal and additional services, program policies and performance standards, assessment of individual needs, program components, staff roles, and training. In this context, agency coordination is discussed in detail, focusing on linking parent-child centers, day care services, social service agencies, health agencies, and schools. Other areas important for the development of the project design are family participation, budget, and information dissemination. Plans for evaluation of the project by OCD, and the 1973 timetable for submitting proposals for funding are included. A 4-page fact sheet is included with the document. It contains a summary of program information and names and addresses of national directors of 11 existing programs. (DP)

ED 082 834

Lukas, Carol Van Deusen Wohlleb, Cynthia

Implementation of Head Start Planned Variation:

1970-71, Part I.

Huron Inst., Cambridge, Mass.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-H-1926

Pub Date Aug 73

Note—283p; PS 006 850 is Part II (Appendixes) of this report

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Classroom Observation Techniques, Data Analysis, Measurement, *Models, *Preschool Children, *Preschool Programs, *Program Design, Program Effectiveness, *Program Evaluation, Site Analysis, Staff Role, Training

Identifiers—Planned Variation, *Project Head Start

This report is Part I of a study of program implementation in 12 models of Head Start Planned Variation. Chapters examine (1) how well models are implemented, using sponsor ratings of teachers as the data source; (2) the factors which may influence the extent to which models are implemented, such as sponsor input, staff reaction and input, and the context in which implementation is undertaken; (3) the correlations between the factors which explain variations in levels of implementation; and (4) what the model classrooms are like in practice, using classroom observation data. Included are a summary of findings, recommendations for future implementation studies, and data tables. (SET)

ED 082 835

Lukas, Carol Van Deusen Wohlleb, Cynthia

Implementation of Head Start Planned Variation:

1970-1971, Part II.

Huron Inst., Cambridge, Mass.

PS 006 850

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-H-1926

Pub Date [Aug 73]

Note—22p.; PS 006 849 is Part I of this report

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Analysis of Variance, Classroom Observation Techniques, Factor Analysis, *Models, *Preschool Children, *Preschool Programs, *Program Evaluation, Questionnaires, Site Analysis, *Tables (Data), Training Identifiers—Planned Variation, *Project Head Start

This volume of appendices is Part II of a study of program implementation in 12 models of Head Start Planned Variation. It presents details of the data analysis, copies of data collection instruments, and additional analyses and statistics. The appendices are: (A) Analysis of Variance Designs, (B) Copies of Instruments, (C) Additional Analyses, (D) Means and Standard Deviations, (E) Factor Analysis of the Consultant Site Assessment, (F) List of Fifty-one Classroom Observation Variables, and (G) Means and Standard Deviations for Classroom Observation Variables. (SET)

ED 082 836

PS 006 853

Lickona, Thomas

Developmental Psychology and Early Childhood Education.

State Univ. of New York, Cortland. Coll. at Cortland.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 71

Grant—OEG-0-70-1843

Note—22p.; Paper presented by the Psychology Colloquium Series, State University College at Cortland (Cortland, New York, April, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Compensatory Education, *Developmental Psychology, *Early Childhood Education, *Educational History, *Educational Practice, Intervention, Language Development, *Moral Development, Open Education, Personality Development, Teaching Methods

Identifiers—Bereiter Engelmann Curriculum, Kohlberg, *Piaget

This report discusses the relationship between the fields of early childhood education and developmental psychology. A historical overview focuses on the early influence of Freud's psychoanalytical principles on early childhood education. Developmental psychologists became involved with ECE on a large scale in the 1960's, encouraged largely by the formation of Project Head Start. The works of Benjamin Bloom, Basil Bernstein, J. McV. Hunt, and Burton White are mentioned because of their impact on educational practices. Jean Piaget has been a major contributor to developmental theory. Although his work dominated the field by 1960, the implications of his theory for education were uncertain. Piaget's stage theory is reviewed with emphasis on the aspects that are most relevant to instructional methods. An example of an American preschool based on Piagetian principles, the Ypsilanti Early Education Program, is described; and the influence of the "open classroom" in English education is noted. Alternative educational approaches, not based on Piaget's theory, are discussed, represented by the Bereiter-Engelmann curriculum. Finally, the paper reviews the topic of moral development, focusing on the cognitive-developmental approach of Kohlberg. Arguments for developmentally based moral education are presented. (DP)

ED 082 837

PS 006 859

Eidson, Bernice T. And Others

Alternatives in Child Rearing in the 70's.

California Univ., Los Angeles.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-CB-166

Pub Date May 73

Note—20p.; Paper presented at the Anniversary Meeting of the American Orthopsychiatry Association (50th, New York, N.Y., May, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Rearing, Community, *Early Childhood, *Family (Sociological Unit), Family Attitudes, Fathers, Interviews, Parent Child Relationship, Parent Role, *Social Change, Unwed Mothers, *Values

Identifiers—Alternative Life Styles, *Counter Culture

This report describes a pilot project that is investigating the childrearing practices of individuals who have chosen living arrangements different from the traditional two-parent family. Alternative life styles include these groups: (1) unmarried parents who live together, (2) single or unwed mothers, and (3) participants in communes. Depth interviews were administered to counter culture and traditional parents so that comparisons could be made. The interviews probed (1) demographic and personal background information; (2) marital and work status at the time of the child's birth; (3) current living arrangements; (4) birth, medical, and developmental histories of children; and (5) childrearing attitudes and practices. Some attitudes and value systems, which are common for all types of counter culture parents, are reviewed. It is concluded that many characteristics commonly attributed to counter culture families were also evident in contemporary two-parent families. The pilot data suggest that alternative life styles represent a concentrated form of attitudes, values, and behavior that are actually broadly represented in society. Recent changes in childrearing, although ambiguous, may represent major new trends for society. (DP)

ED 082 838

PS 006 860

Featherstone, Helen J.

Cognitive Effects of Preschool Programs on Different Types of Children.

Huron Inst., Cambridge, Mass.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—OCD-H-1926

Pub Date Aug 73

Note—210p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Achievement, Age Differences, *Educationally Disadvantaged, *Individual Differences, Literature Reviews, *Preschool Children, *Preschool Programs, Response Style (Tests), Sex Differences, Socioeconomic Status Identifiers—*Planned Variations Study, Preschool Inventory, Stanford Binet

This study investigated whether various kinds of preschool programs have differential cognitive effects on different kinds of children. Relevant literature was reviewed and data, generated in the first 2 years of the Head Start Planned Variations Study (PVS), were analyzed. The eight preschool programs associated with the PVS were considered. Children's characteristics used for analysis were initial ability, previous school experience, sex, age, socioeconomic status, ethnicity, and style of response to testing. Cognitive outcomes were assessed with the Preschool Inventory and Stanford-Binet. Several tentative conclusions were drawn. First, some children's characteristics interact more powerfully than others with characteristics of preschool models. Response style and previous schooling seemed the most important variables. Second, where interactions are consistent, they follow suggestive patterns. Educationally disadvantaged children seem to achieve more in highly directive programs than in less directive ones. Third, the interactions may be significant factors in preschool success or failure. Many educational approaches may be needed, to be delivered in a flexible classroom designed to accommodate all kinds of children. (DP)

ED 082 839

PS 006 879

Moore, Donald F.

Evaluation of Preschool Programs: An Interaction Analysis Model. Occasional Paper #1.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—332189

Pub Date Jul 70

Grant—OEG-09-332189-4533(032)

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, Educational Philosophy, *Evaluation, Evaluation Methods, Evaluation Needs, Evaluation Techniques, *Individual Differences, Measurement, *Preschool Education, Psychological Testing, *Special Education

This evaluation report of preschool programs for the hearing impaired reviews the field in

terms of two basic educational philosophies: (1) home centered socialization and (2) child-centered, cognitive-academic approaches. Related research literature is reviewed, although it is stressed that disappointingly little comparative data could be found. Special difficulties in evaluating hearing-impaired programs are discussed, and an interactional approach is proposed. Based on Cronbach's Characteristic by Treatment Interaction Model, this kind of evaluation emphasizes individual differences rather than group effects. As an alternative to experimental-control design, many diverse programs should be evaluated to see what kinds of children do best in different kinds of programs. Evaluation must be done by objective professionals from outside a program. To insure objectivity a group of evaluators should represent various viewpoints in education. Plans for the 5-year program, including the development of new testing and assessment techniques, are presented. (DP)

ED 082 840

PS 006 880

Rubin, Rosalyn

Sex Differences in Effects of Kindergarten Attendance on Development of School Readiness and Language Skills. Research Report #10.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—RR-10

Bureau No.—332189

Pub Date Oct 70

Grant—OEG-09-332189-4533(032); OEG-32-33-4202-6021

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, Early Experience, *Kindergarten, *Language Skills, Maturation, Mental Development, *Readiness (Mental), *Sex Differences

Identifiers—Collaborative Perinatal Research Project, Illinois Test of Psycholinguistic Abilities (ITPA), Metropolitan Readiness Test (MRT)

This study investigated the relative effects of kindergarten experience for boys and girls, based on considerable evidence that there is a developmental difference between the sexes around 5. Emphasis is in the areas of language and readiness skills, which are traditionally not evaluated until the end of kindergarten. Groups of 93 boys and 89 girls, matched for chronological age, were tested with the Metropolitan Readiness Test and the Illinois Test of Psycholinguistic Abilities during the summer before their 5th birthday and again 1 year later. One group attended kindergarten during the year; the other did not. Analysis of results indicates that 5-year-old girls are superior to boys in language and readiness skills prior to kindergarten entrance. Kindergarten programs, however, have a differential effect on gains in these skills for the sexes, as the experience led to greater positive changes for boys than for girls. This finding is discussed in terms of an interaction between developmental readiness and educational programs. It is concluded that goals and practices of early childhood education programs must be re-evaluated, with greater stress on sex differences and flexible entrance and promotion policies. (DP)

ED 082 841

PS 006 881

Turnure, James And Others

Syntactic Elaboration in the Learning and Reversal of Paired-Associates by Young Children.

Research Report #7.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—332189

Pub Date Jan 71

Grant—OEG-09-332189-4533(032)

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, *Elementary School Students, *Learning Processes, *Paired Associate Learning, *Preschool Children, Retarded Children

Identifiers—*Syntactic Elaboration

Three studies were conducted to investigate the effects of extended syntactic elaboration conditions on paired-associate learning. Earlier studies have indicated that such conditions have

facilitated paired-associate learning of retarded children. Study I involved 30 first grade children. As in previous studies, embedding stimuli to be associated in syntactic context, specifically, two-sentence paragraphs, facilitated acquisition and reversal of 4 paired-associates over a non-elaboration condition of labeling. Study II (with 36 first graders) demonstrated that two-sentence paragraph elaboration of two different types (semantic and syntactic) significantly facilitated paired-associate learning beyond that obtained by single sentence elaboration on an 8-pair list. No differences between the two types of paragraph elaboration with regard to acquisition and reversal were found nor were sex differences in performance evident. Study III explored developmental differences in relationships among verbal elaboration and non-elaboration conditions. Twenty four younger (3.8) and 24 older (4.9) nursery school children served as subjects. Data from all three studies were compared to findings of previous studies with retarded subjects. (DP)

ED 082 842 PS 006 893

Mooney, Ross L. Smilansky, Sara
An Experiment in the Use of Drawing to Promote Cognitive Development in Disadvantaged Preschool Children in Israel and the United States. Final Report.

Ohio State Univ., Columbus. Research Foundation.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-0137

Pub Date 30 Sep 73

Grant—OEG-0-72-0884

Note—200p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Art Activities, Art Materials, Art Teachers, *Cognitive Development, *Cross Cultural Studies, *Disadvantaged Youth, Kindergarten, Language Development, *Preschool Children, Preschool Curriculum
Identifiers—Israel

This cross-cultural study investigated methods of using drawing to develop the cognitive abilities of disadvantaged preschool children. Five teaching methods were compared in parallel programs in Tel-Aviv, Israel and Columbus, Ohio. The Traditional Method, in which materials are supplied but are not used to emphasize cognitive development was used in the control group. The four experimental groups employed the (1) Discussion Method, (2) Observation Method, (3) Touch Method and (4) Technical Training Method to amplify what the children know of the subjects they draw, and what they can do in the drawings. The sample consisted of a total of 215 prekindergarten and 228 kindergarten children in both countries. Instruments to assess artistic development and cognitive performance were developed. Results indicate that experimental teaching methods produced significant gains while the control method did not. Methods of observation and drawing technique were most effective, and the results were generally similar for both national groups. It is concluded that (1) drawing is an effective medium for developing cognitive abilities when carefully designed methods are employed, and (2) disadvantaged children from the two countries have similar needs and potentialities. (DP)

ED 082 843 PS 006 897

Fisher, Robert J.
Learning How to Learn: The English Primary School and American Education.

Pub Date 72

Note—276p.

Available from—Harcourt Brace Jovanovich, Inc., 757 Third Avenue, New York, NY 10017 (\$3.95, paper)

Document Not Available from EDRS.

Descriptors—Administrator Responsibility, Classroom Arrangement, Classroom Environment, *Comparative Analysis, *Cross Cultural Studies, *Early Childhood Education, Educational Objectives, *Open Education, Paperback Books, Teacher Education, Teacher Role
Identifiers—England, United States

This paperback presents a cross-cultural analysis of early childhood education, focusing on the public primary educational systems in England and the United States. American failures and English successes are emphasized. Differences in teacher preparation, curriculum control, and

classroom freedom are discussed. The English system is analyzed according to the following issues: (1) mechanisms of change, (2) criticisms of the current reforms from various ideological and academic perspectives, (3) teacher characteristics and role expectations, (4) administrator responsibilities, and (5) major problems, particularly class bias. The final chapter is a discussion of what Americans can learn from English primary schools. (DP)

ED 082 844 PS 006 901

Miller, George Alford, Roy W.

Home-Oriented Preschool Education: Field Director's Manual.

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Pub Date 72

Note—67p.; For related documents, see ED 072 843, PS 006 902, PS 006 903, PS 006 904, PS 006 905, PS 006 906

Available from—Appalachia Educational Laboratory, Inc., Box 1348, Charleston, W.V. 25325 (No charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, *Compensatory Education Programs, Educational Equipment, Facility Requirements, *Home Programs, Home Visits, Instructional Materials, Instructional Staff, Instructional Television, Manuals, *Mobile Classrooms, Occupational Information, Parent Education, *Preschool Education, *Program Administration

Identifiers—Appalachia Educational Laboratory, Home Oriented Preschool Education Program (HOPE)

This manual is one of seven publications designed to implement the Home-Oriented Preschool Education (HOPE) Program, which uses televised, mobile classroom, and parent instruction to educate 3-, 4-, and 5-year olds. It describes (1) responsibilities of the program materials production team; (2) responsibilities of the field team which operates the program at the local level; (3) qualifications and position of field director; (4) equipment needed to set up a HOPE program; (5) general principles for curriculum planning, and (6) offers suggestions for the field director in recruiting and selecting staff and in conducting staff orientation and pretraining. The communication-quality control system which provides the materials production team with a basis for making program decisions is also described. Appendices include mobile classroom specifications and floor plans, and a list of the HOPE development staff. Use of the other HOPE publications is emphasized. (SET)

ED 082 845 PS 006 902

Little, Mabel And Others

Home-Oriented Preschool Education: Handbook for Mobile Classroom Teachers and Aides.

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Pub Date 72

Note—71p.; For related documents, see ED 072 843, PS 006 901, PS 006 903, PS 006 904, PS 006 905, PS 006 906

Available from—Appalachia Educational Laboratory, Inc., Box 1348, Charleston, W.V. 25325 (No charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, *Home Programs, Home Visits, Instructional Materials, Instructional Television, Language Development, Learning Activities, *Mobile Classrooms, Parent Education, *Preschool Education, Scheduling, Social Development, Story Reading, Teacher Aides, *Teaching Techniques

Identifiers—Appalachia Educational Laboratory, Home Oriented Preschool Program (HOPE)

This handbook is one of seven publications designed to implement the Home-Oriented Preschool Education (HOPE) Program, which uses televised, mobile classroom, and parent instruction to educate 3-, 4-, and 5-year-olds. It describes ways to help the teacher and aide equip the mobile classroom, schedule its visits, enroll the children, and prepare activities to achieve the program's goals. Lists of specific responsibilities for the mobile classroom teacher and aide are included, along with suggestions for the development of social skills and language, materials

selection, and record keeping. Also included: (1) typical problems that may be encountered; (2) suggestions for motivating children, responding to them, and guiding them in play; (3) tips for an effective storytime; (4) suggestions for working with art and music; and (5) symptoms of behavior problems to watch for. Appendices present a sample parents' guide, a sample home visitor's newsletter, lists of toys, books, and supplies, a detailed mobile classroom instructional guide, and a personal enrollee information form. (SET)

ED 082 846 PS 006 903

Home-Oriented Preschool Education: Home Visitor's Handbook.

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Pub Date 72

Note—71p.; For related documents, see ED 072 843, PS 006 901, PS 006 902, PS 006 904, PS 006 905, PS 006 906

Available from—Appalachia Educational Laboratory, Inc., Box 1348, Charleston, WV 25325 (No charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Evaluation Guides, *Home Programs, *Home Visits, Instructional Television, Learning Activities, Mobile Classrooms, Parent Education, Parent Teacher Cooperation, *Preschool Education, Student Teacher Relationship, *Teacher Role

Identifiers—Appalachia Educational Laboratory, Home Oriented Preschool Program (HOPE)

This home visitor's handbook is one of seven publications designed to implement the Home-Oriented Preschool Education (HOPE) Program, which uses televised, mobile classroom, and parent instruction to educate 3-, 4-, and 5-year-olds. It describes the HOPE program, and the home visitor's role, and provides guidelines for work with preschoolers and their parents. The home visitors' tasks include: (1) locating and enrolling children, (2) helping parents understand the program, (3) scheduling mobile classroom sessions, (4) arranging for children's physical examinations, (5) scheduling home visits, (6) keeping records, and (7) evaluation and testing. Suggestions for working with parents and children include get-acquainted activities, the planning of a "junk box" and "idea bank," and "do's and don'ts" to remember. The general growth characteristics of children, ages 2-5 are outlined. Appendices include a sample home visitor's newsletter, a sample parents' guide, a home visitor's feedback information form, child data enrollment form, home visitor mileage and time report form, and a list of materials for home visitors' kits. (SET)

ED 082 847 PS 006 904

Nardo, Nita

Home-Oriented Preschool Education: Personnel Training Guide.

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Office of Education (DHEW), Washington, D.C. Lab. Branch.

Pub Date 72

Note—37p.; For related documents, see ED 072 843, PS 006 901, PS 006 902, PS 006 903, PS 006 905, PS 006 906

Available from—Appalachia Educational Laboratory, Inc., Box 1348, Charleston, WV 25325 (No charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Guides, *Home Programs, Home Visits, *Instructional Staff, Instructional Television, Mobile Classrooms, On the Job Training, Parent Education, *Preschool Education, Staff Orientation, Teacher Aides, *Training, Training Objectives

Identifiers—Appalachia Educational Laboratory, *Home Oriented Preschool Program (HOPE)

This guide presents the scheme and direction for personnel training in the Home-Oriented Preschool Education (HOPE) Program, which uses three modes of instruction (televised, mobile classroom, and parent instruction) to educate 3-, 4-, and 5-year-olds. The importance of team instruction, the goals and methods of inservice training, and day-by-day descriptions of the 10-day pre-training period for the program members in the field are described. The guide is one of seven HOPE publications. (SET)

ED 082 848

PS 006 905

Snider, Marie

Home-Oriented Preschool Education: Curriculum Planning Guide.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Lab. Branch.

Pub Date 72

Note—134p.; For related documents, see ED 072

843, PS 006 901, PS 006 902, PS 006 903, PS

006 904, PS 006 906

Available from—Appalachia Educational Labora-

tory, Inc., Box 1348, Charleston, WV 25325

(no charge)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cognitive Development, Compensa-

tory Education Programs, Curriculum Guides,

*Curriculum Planning, Educational Objectives,

Emotional Development, *Home Programs,

Home Visits, *Instructional Television, Lan-

guage Development, Learning Activities,

Manuals, *Mobile Classrooms, Parent Educa-

tion, *Preschool Education

Identifiers—Appalachia Educational Laboratory,

*Home Oriented Preschool Program (HOPE)

This curriculum planning guide is one of seven

publications designed to implement the Home-

Oriented Preschool Education (HOPE) Program,

which uses televised, mobile classroom, and

parent instruction to educate 3-, 4-, and 5-year-

olds. A description of the HOPE program is fol-

lowed by a detailed list of program objectives and

tasks divided into these categories: (1) Orienting

and Attending, (2) Psychomotor, (3) Language,

(4) Cognition, and (5) Affect. A list of objectives

for parents contains three sections: The Child's

Self-Image, Language and the Fine Arts, and The

Environment. The master curriculum planning

model, which outlines primary and secondary ob-

jectives and accompanying activities, television

lesson scripts, a sample parents' guide, and a mo-

bile classroom instructional guide makes up the

last half of the publication. (SET)

ED 082 849

PS 006 906

Snider, Marie

Home-Oriented Preschool Education: Materials

Preparation Guide.

Appalachia Educational Lab., Charleston, W. Va.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Lab. Branch.

Pub Date 72

Note—178p.; For related documents, see ED 072

843, PS 006 901, PS 006 902, PS 006 903, PS

006 904, PS 006 905

Available from—Appalachia Educational Labora-

tory, Inc., Box 1348, Charleston, WV 25325

(no charge)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Compensatory Education Pro-

grams, Curriculum Guides, Educational Objec-

tives, *Home Programs, Home Visits, Instruc-

tional Materials Centers, *Instructional Televi-

sion, Learning Activities, *Material Develop-

ment, Mobile Classrooms, Occupational Infor-

mation, Parent Education, *Preschool Educa-

tion, Program Planning, Questionnaires

Identifiers—Appalachia Educational Laboratory,

*Home Oriented Preschool Program (HOPE)

This materials preparation guide is one of

seven publications designed to implement the

Home-Oriented Preschool Education (HOPE)

program which uses televised, mobile classroom,

and parent instruction to educate 3-, 4-, and 5-

year-olds. The materials production team which

provides all the basic materials for the program

is described. Materials planned and produced are:

(1) televised lessons, (2) instructional guides for

the mobile classroom teacher and aide, (3) sug-

gested activities for home visitors, (4) weekly

parent guides, (5) materials for children to use at

home, and (6) feedback and evaluation instru-

ments. Preparation of all materials involves

selecting instructional themes, identifying and

adopting objectives, and planning activities by

method of presentation. General descriptions are

provided for each of these processes, and more

specific illustrations are included in the instruc-

tions for the production of specific materials. Ap-

pendices, which make up about half the guide, in-

clude sample quizzes, child observational code

sheets, a family resource survey, a home visitor

feedback information form, the master curricu-

lum planning guide, television lesson scripts, a

sample parents' guide and list of suggested

readings, a list of the home visitors' kit materials,

and a mobile classroom instructional guide.

(SET)

ED 082 850

PS 006 912

McNally, Lawrence

Living Room School Project. Final Evaluation Re-

port, 1972-1973.

Nassau County Board of Cooperative Educational

Services, Jericho, N.Y.

Spons Agency—Bureau of Elementary and

Secondary Education (DHEW/OE), Washing-

ton, D.C. Div. of Plans and Supplementary

Centers.

Pub Date 31 Aug 73

Grant—OEG-0-71-1760(290)

Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cognitive Development, Disad-

vantaged Youth, Emotional Development,

Home Instruction, *Home Programs, *Parent

Education, Parent Participation, Preschool Cur-

riculum, *Preschool Evaluation, *Preschool

Programs, *Television

Identifiers—Board of Cooperative Educational

Services (BOCES), Living Room School Cogni-

tive Assessment Inventory

This report is an evaluation of the Living Room

School Project, in Nassau County, New York,

which stresses the use of home settings for a

preschool program that involves children and

parents. The project's major objective was to help

parents meet their child's needs as parents learn

to recognize themselves and their home as edu-

cational resources. The curriculum emphasizes ac-

tivities indigenous to a home setting, and is

designed to promote cognitive and affective

development. A television component of the pro-

gram was developed to create a pilot TV series

that demonstrates for parents effective childrearing

practices. The Living Room School Cognitive

Assessment Inventory, developed by project staff,

was used to assess cognitive growth in 120

preschool subjects. The children involved in the

project performed significantly better as a group

than the control children. The scores of the pro-

ject children on a modified version of the

Preschool Behavior Q Sort indicated that signifi-

cant growth in affective behavior had occurred.

The program's objectives, weaknesses, and

proposed remedial actions are discussed critically.

(DP)

ED 082 851

PS 006 914

Kapler, Sherry

Report of Second Annual Home Start Conference

(San Diego, California, June 12-15, 1973).

Office of Child Development (DHEW), Washing-

ton, D.C.

Pub Date Jun 73

Note—82p.; ED 067 155 is the "Report of the

First National Home Start Conference"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Pro-

grams, *Conference Reports, Conferences,

*Early Childhood Education, Family Environ-

ment, *Home Programs, Parent Education,

Pilot Projects, *Workshops

Identifiers—Head Start, *Home Start

A report of the second national Home Start

Conference, held in Houston in September 1972,

is presented. The report is designed to serve

Head Start programs around the country which

are considering the inclusion of a home based

program in their services. Directors and key staff

of the demonstration Home Start programs

discussed evaluation requirements and held

workshops and demonstrations. The report pro-

vides a record of the activities, speeches, and

materials presented at the conference. Names and

addresses of the participants are listed. (DP)

ED 082 852

PS 006 935

Van De Riet, Vernon Resnick, Michael B.

Developmental and Educational Implications of a

Successful Model of Compensatory Education,

the Learning to Learn Program.

Florida Univ., Gainesville. Dept. of Clinical

Psychology.

Spons Agency—Office of Child Development (D-

HEW), Washington, D.C.

Report No.—OCD-H8222-BHO

Pub Date Aug 73

Note—7p.; Paper presented at the Annual Con-

vention of the American Psychological Associa-

tion (81st, Montreal, Canada, August 27-31,

1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Pro-

grams, *Disadvantaged Youth, Home Pro-

grams, *Intellectual Development, Language

Development, Longitudinal Studies, Parent

Education, *Preschool Children, *Preschool

Curriculum, Social Development

Identifiers—Illinois Test of Psycholinguistic Abili-

ties, *Learning to Learn Program, Spache

Diagnostic Reading Test, Stanford Binet Intel-

ligence Scale

This study explores (a) the relative effects of

the Learning to Learn Program on the educa-

tional competencies of the experimental children

(E) who attended the Learning to Learn Program

as compared to control children (C) who partici-

pated in traditional preschool and primary

grade programs; and (b) the development and

longitudinal educational effects of different ap-

proaches to preschool intervention following ter-

mination of their early childhood education ex-

periences. The study seeks to discover whether

leveling off occurs in E or C children's intellec-

tual and educational abilities by the end of

second grade, one year after termination of their

early childhood educational experiences.

(Author/DP)

ED 082 853

PS 006 938

Koocher, Gerald P.

Talking About Death with "Normal" Children

[Research Strategies and Issues].

Children's Hospital Medical Center, Boston,

Mass.

Pub Date Aug 73

Note—6p.; Paper presented at the Annual Con-

vention of the American Psychological Associa-

tion (81st, Montreal, Canada, August 27-31,

1973)

Available from—Dr. Gerald P. Koocher,

Developmental Evaluation Clinic, The Chil-

dren's Hospital Medical Center, 300 Longwood

Avenue, Boston, Mass. 02115 (Free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, Anxiety, Child

Development, *Death, *Elementary School

Students, *Research Problems, *Student At-

titudes

This paper discusses some of the issues

(beyond the methodological considerations) in-

volved in a study of children's ideas about death

and how these ideas relate to their cognitive

development. The three aspects discussed are (1)

problems involved in getting permission from the

dissertation research committee, the school prin-

cipal and camp director, parents, and the chil-

dren themselves; (2) deciding on what questions

to ask and how to ask them; and (3) determining

how to cope with possible subject reactions which

might come up, in terms of potential stresses and

unpleasant aftereffects. (SET)

ED 082 854

PS 006 943

Hunt, J. McKiver

Utility of Ordinal Scales Derived from Piaget's

Observations.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency—National Inst. of Mental Health

(DHEW), Rockville, Md.

Pub Date 27 Aug 73

Note—15p.; Paper presented at the Annual Con-

vention of the American Psychological Associa-

tion (81st, Montreal, Canada, August 27,

1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Cognitive

Processes, Criterion Referenced Tests,

*Developmental Psychology, *Early Childhood,

*Infants, Intelligence, Norm Referenced Tests,

*Psychological Evaluation, Psychological Stud-

ies, *Psychometrics

Identifiers—Nature Nurture Controversy, Piaget,

*Uzgiris Hunt Developmental Scales

Arguments for the use of sequential ordinal

scales in the observation of infants and young

children are based on the tendency of traditional

psychometric assessment to distract investigators

from discerning structural and hierarchical

aspects of development. Norm-referenced testing

focuses on interindividual comparisons rather

than developmental patterns. Mental age and IQ

scores are often considered to be fixed quantities,

and interpreted inappropriately in educational

practice. Sequential ordinal scales, as originally

suggested by Piaget, invite investigation of struc-

tural details. Their advantages are (1) The

hypothesized sequential order permits direct test-

ing of hypotheses of the sequential organization

of development, (2) They allow for the examina-

tion of relationships between developmental pat-

terns and environmental circumstances, (3) They

provide means to test Piaget's hypothesis of six sensorimotor stages. (4) They disentangle development from the age variable, (which allows for study of the degree of plasticity in development, and relationships between cognitive competencies and affective conditions). The Uzgiris-Hunt Scales, which contain six series based on behavioral landmarks of development, are described. Research literature in which the Uzgiris-Hunt Scales have been used is reviewed to provide concrete examples of how ordinal scales facilitate investigation of early psychological development. (DP)

ED 082 855 95 PS 006 947

Sposito, Patricia J.
Evaluation of Portland Public Schools Extended Day Care Program. Final Report.

Metropolitan Community Coordinated Child Care (4-C) Council, Portland, Oreg.; Multnomah County Intermediate Education District, Portland, Oreg.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-J-014

Pub Date Dec 72

Contract—OEC-X-72-0014(057)

Note—149p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cognitive Development, *Day Care Programs, *Elementary School Students, *Evaluation, Instructional Staff, Objectives, Parent Participation, Personnel Evaluation, *Program Effectiveness, *Public Schools, Questionnaires, Summative Evaluation

Identifiers—*Extended Day Program, Oregon, Portland

The Extended Day Program (EDP) provides before and after school day care service to children in public school buildings. This summative evaluation judges the degree to which EDP has met its goals and served its clients, and provides recommendations for program improvement. The evaluator observed each center over a 6-month period; distributed a questionnaire to EDP staff and public school staff to discover their opinions of the program; interviewed parents, principals, and staff; evaluated an orientation workshop; and videotaped selected program activities. Phase I of the report, February-May 1972, concluded that EDP did not meet its major objectives. Much of the failure lay with inadequate program planning and administrative weaknesses. The program continued, but time limits were suggested within which positive changes should occur. In Phase II, the summer EDP program was evaluated and also found inadequate. Recommendations were made regarding facilities, analysis of programming, and use of existing community resources. (DP)

ED 082 856 PS 006 948

Walker, Debbie Klein And Others

The Quality of the Head Start Planned Variation Data. Volume I.

Huron Inst., Cambridge, Mass.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-H-1926

Pub Date 30 Aug 73

Note—273p. For Volume II, see PS 006 949

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Achievement Tests, Affective Tests, Cognitive Measurement, Compensatory Education, Data Analysis, *Evaluation, Family Background, Intelligence Tests, *Measurement Instruments, Predictive Validity, *Preschool Programs, Tables (Data), Task Performance, *Test Reliability, *Test Validity

Identifiers—Planned Variation, *Project Head Start

This publication, the first of two volumes, describes the cognitive, psychomotor, and socioemotional measures used in all years of the Head Start Planned Variation Evaluation. Part I discusses generally the issues involved in evaluating the quality of the data, and summarizes findings. Part II contains technical reports on 12 of the individual measures used in the evaluation, such as the Preschool Inventory and the Stanford-Binet Intelligence Test (which were considered especially useful), the Classroom Behavior Inventory, and the Brown IDS Self-Concept Referents Test. There is a description of each measure and the theory behind it, as well as a review of the available data on the measure's reliability, validity and other technical qualities. Judgments on the

usefulness of the measures, and a summary of the information on which the judgments were based are presented. Data tables are included. (SET)

ED 082 857 PS 006 949

Walker, Debbie Klein And Others

The Quality of the Head Start Planned Variation Data. Volume II.

Huron Inst., Cambridge, Mass.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No—OCD-H-1926

Pub Date 30 Aug 73

Note—281p. For Volume I, see PS 006 948

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Achievement, Affective Tests, Cognitive Measurement, Compensatory Education, Data Analysis, *Evaluation, Family Background, Intelligence Tests, *Measurement Instruments, Predictive Validity, *Preschool Programs, Tables (Data), Task Performance, *Test Reliability, *Test Validity

Identifiers—Planned Variation, *Project Head Start

This publication continues the descriptions of the cognitive, psychomotor, and socioemotional measures used in all years of the Head Start Planned Variation Evaluation study. Included is a detailed examination of each measure, a discussion of the theory behind it, and a review of the available data on the measure's reliability, validity and other technical qualities. The last half of the document contains appendices relating to the procedures used in examining the quality of the data: (a) Test-Retest/Inter-Tester Reliability Study; (b) Eight-Block Sort Reliability Study; (c) Classroom Behavior Inventory Test-Retest Reliability Study; (d) Coding Reliability Study; (e) Classroom Information Form Reliability Study; (f) Parent Information Form Test-Retest Reliability Study; and (g) Quality of the Testing Procedure. Data tables are included. (SET)

ED 082 858 PS 006 953

Sidel, Ruth

Women and Child Care in China: A Firsthand Report.

Pub Date 72

Note—207p.

Available from—Hill and Wang, Inc., 141 Fifth Ave., New York, N.Y. 10010 (\$6.95); Penguin Books, Inc., 7110 Ambassador Rd., Baltimore, MD 21207 (paper, \$1.25)

Document Not Available from EDRS.

Descriptors—*Child Care, *Chinese Culture, Citizenship Responsibility, *Day Care Services, Educational Philosophy, Government Role, *Nursery Schools, Paperback Books, Parent Child Relationship, Peer Relationship, Student School Relationship, *Working Women

Identifiers—*Republic of China

This paperback presents an illustrated, first hand report of the changes in attitudes towards women and child care in China since the revolution of 1949. Chinese women are encouraged to take an active part in the country's activities. Extensive governmental programs provide women with birth-control information, prenatal assistance, maternity leaves, and child care facilities. Major emphasis is given to descriptions of nurseries, nursery schools, and kindergartens. Chinese childrearing practices are compared to those of Israel and the Soviet Union and some aspects of the Chinese experience that may be of value to the United States are discussed. A sample of a Chinese kindergarten reader is included. (SET)

ED 082 859 PS 006 954

Films Suitable for Head Start Child Development Programs.

Child Development Services Bureau (DHEW/OCD), Washington, D.C. Project Head-start.

Report No—DHEW-OCD-73-1039

Pub Date 73

Note—12p.

Available from—Modern Talking Picture Service, Ind., Suite 4, 2000 "L" Street, N.W., Washington, D.C. 20036 (free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Discipline, *Film Libraries, *Films, Health, Home Programs, Inservice Teacher Education, *Instructional Materials Centers, Parent Participation, Play, *Preschool Education, Staff Improvement, Teacher Aides

Identifiers—*Project Head Start

Films that are relevant for people involved in Head Start Child Development Programs are described. The 34 films are available on a free-lan basis, and instructions for ordering them are included. Description information for each film includes film content, length in minutes, and whether black and white or color. (DP)

ED 082 860 PS 006 964

White, Sheldon H.

Attentional Processes in Children's Learning. Final Report.

Harvard Univ., Cambridge, Mass. Center for Research and Development in Educational Differences.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Sep 73

Contract—OEC-5-10-239

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Attention, Attention Span, *Cognitive Development, Complexity Level, *Elementary School Students, Environmental Influences, *Learning Processes, Maturation, Performance, Problem Solving, *Readiness

This final report discusses research and literature analyses concerned with the attentional mechanisms in children's learning and analysis of cognitive changes from ages 5 to 7. The long-term objective of the project was to relate knowledge about children's attention and learning to issues of educational practice. The project focused its efforts on conceptual problems involved in formulating the interrelationships among performance, competence, and developmental factors. Major conclusions were (1) There is empirical support for the common emphasis on maturational factors or readiness, (2) Readiness involves performance as well as perceptual and cognitive factors, as in the traditional conception of the importance of attention span, (3) A relationship exists between children's age and ability to solve problems despite noise in the problem field, (4) The complexity of the problem is another important variable on the effects of noise in the problem field, and (5) The interrelationships among attention, cognition, and age can probably be subsumed in Piaget-Leone's mathematical formalizations of Piaget's theory if several modifications are made. (DP)

ED 082 861 PS 006 965

Webb, Roger A.

Studies of Young Children's Thought and Language. Final Report.

Johns Hopkins Univ., Baltimore, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program; National Inst. of Mental Health (DHEW), Rockville, Md.

Bureau No—BR-2-C-031

Pub Date Jul 73

Grant—OEG-3-72-0048

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Concept Formation, *Language Development, *Linguistics, *Preschool Children, Psycholinguistics, *Semantics, Thought Processes

A series of studies on young children's use of the terms "same" and "different" are reported. The work began from the observation that young children could respond correctly to instructions involving "same" but were often incorrect in response to "different". This finding was replicated under a variety of experimental conditions and found to be reliable and stable. Same-different judgement tasks were found to be unsuitable for use with young subjects, and no significant correlation between this same-different phenomenon and classification performance was found. The findings are reviewed in terms of several linguistic models, and a four stage developmental model for the child's use of "different" is postulated. The significance of these findings for a theory of semantic development and for experimental and instructional work with young children is discussed. (DP)

RC

ED 082 862

RC 002 296

Hart, Elinor, Ed.

As the Child Reads: The Treatment of Minorities in Textbooks and Other Teaching Materials. Conference Report, National NEA-PRR Conference on Civil and Human Rights in Education (Washington, D. C., February 8-10, 1967).

National Education Association, Washington, D. C.

Pub Date 10 Feb 67

Note—19p.

Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$0.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Activities, *Civil Liberties, *Conference Reports, Mass Media, *Minority Groups, Reports, *Speeches, *Textbooks, Workshops

The conference on "The Treatment of Minorities in Textbooks and Other Teaching Materials" was held on February 8-10, 1967 in Washington, D. C. It was sponsored by the National Education Association and the Committee on Civil and Human Rights of Educators of the Commission on Professional Rights and Responsibilities. Attending the conference were educators, publishers, government officials, and civil rights leaders. This conference report gives abridged speeches and reports on the panel discussion, workshops, and follow-up activity. Speeches and reports cover criteria for textbook selection; the roles of educators, publishers, government, and civil rights groups in providing multi-ethnic teaching materials; learning materials and minorities; integrated textbooks and the invisible Negro; treatment of religious groups in public and private school texts; the preparation of inservice teachers on the use of multi-ethnic texts; and the mass media and minority treatment. Also given are the conference resolutions. (NQ)

ED 082 863

RC 007 281

Texas State Department of Health Migrant Project. Annual Report 1971.

Texas State Dept. of Health, Austin.

Spons Agency—Public Health Service (DHEW), Washington, D. C. Migrant Health Service.

Report No.—MG-03

Pub Date 72

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agricultural Laborers, *Annual Reports, Health Needs, Immunization Programs, *Mexican Americans, *Migrant Health Services, Nutrition, Program Descriptions, *Sanitation, *Seasonal Laborers

Identifiers—*Texas

The Texas Migrant Health Project under the State Department of Health aims to: (1) promote and improve medical, dental, and public health services for the domestic agricultural worker and his dependents and (2) encourage and support migrant efforts to participate in and be responsible for personal and family health. During 1969-70, the state was divided into 3 districts encompassing the areas with the heaviest migrant concentrations. Each district employs a public health nurse, a sanitarian, and clerical personnel. In this 1971 annual report, reports are given for each district and the central office. The activities carried out included health education workshops, dental services, conferences, developing materials, public health nursing services, and environmental sanitation services. Even though the number of migrants has declined, the project will continue to analyze, plan, develop, and coordinate public health and allied efforts to promote and protect the health and welfare of migrants and their dependents in Texas. (NQ)

ED 082 864

RC 007 282

Bird, Alan R.

Migration and Its Effects on Agriculture and Rural Development Potential.

Economic Research Service (DOA), Washington, D. C. Economic Development Div.

Pub Date 22 Jun 72

Note—35p.; Paper presented at a National Symposium on "The Labor Force: Migration, Earnings and Growth", Muscle Shoals, Alabama, June 22-23, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agriculture, Income, *Migration, Negroes, Population Growth, *Population Trends, *Rural Development, *Tables (Data), Urban Areas

Migration is a major continuing phenomenon associated with national and subnational development. The past, present, and future significance of migration on rural development and agriculture are reviewed in this paper. Data are cited which appear to be at variance with popular beliefs. The complexity of interrelationships between migration development (including rural development) and agriculture are illustrated. Discussed are the significant differences among and within regions in patterns of population distribution and related migration behavior. The income position of agriculture in the South, factors affecting U. S. migration, and the relation of migration to agriculture and rural development potentials are discussed. Tables, maps, and graphs are used to present the data. (NQ)

ED 082 865

RC 007 295

Demographic and Socio-Economic Characteristics of the Navajo. Staff Report, Office of the General Counsel, U. S. Commission on Civil Rights, October 1973.

Commission on Civil Rights, Washington, D. C.

Pub Date Oct 73

Note—157p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Census Figures, *Demography, *Economic Development, Employment, *Federal Programs, History, Manpower Needs, Reservations (Indian), *Socioeconomic Status, Tables (Data), Treaties

Identifiers—*Navajos, Tribal Government

The demographic and socioeconomic development of the Navajo Tribe is presented. The demographic data is based on the 1970 Census report. The other 5 topics are: (1) a short history of the Navajos; (2) a description of tribal government structure and its legal status of partial sovereignty; (3) education, covering Bureau of Indian Affairs (BIA) and public schools and Federal aid programs; (4) employment, detailing the acute unemployment rate; and (5) economic development, such as land and water resources, industrial development, and barriers to economic development. For further clarification, 8 appendices are included—e.g., treaty between the U. S. and the Navajo Tribe, reservation manpower analysis, and Federal programs. (FF)

ED 082 866

RC 007 300

Mexican American [Chicano] Handbook of Affirmative Action Programs for Employers and Employees and a Directory of Governmental-Industrial-Educational-Community Agencies and Representatives.

Personnel Management Association of Aztlan, Downey, Calif.

Pub Date Jul 73

Note—170p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agencies, Directories, *Employment Opportunities, Government Role, *Legislation, *Mexican Americans, *Organizations (Groups), *Program Descriptions

Affirmative action is an employer's total effort to ensure equal employment opportunities. This includes guarantees that minorities and women are employed at every organization level to which their abilities and career objectives entitle them to aspire. Prepared by members of the Personnel Management Association of Aztlan, this handbook is designed to communicate useful information about affirmative action programs (AAP) to employees, prospective employees, employers, educational institutions, governmental compliance agencies, local training centers, and communities. Numerous affirmative action programs and related legislation, key elements of Revised Order No. 4, effective AAP forms, and parts of successful affirmative action programs are given. The handbook is divided into 6 sections: (1) What Affirmative Action Means to Employers; (2) Government Compliance Agencies Are There to Help; (3) High Schools, Colleges, and Universities Are Available; (4) Manpower and Training Sources Are Essential; (5) Chicano Government Representatives Are Increasing; and (6) National Chicano Organizations Are Involved. A directory of governmental-industrial-educational-community agencies and representatives is also included. (Author/NQ)

ED 082 867

RC 007 305

Clifton, A. Kay

A Typology for Learning/Teaching About Native American/American Indian Social Movements.

Pub Date Aug 73

Note—28p.; Paper presented at the Annual Meetings of the American Sociological Association, New York, August 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acculturation, Activism, *American Indians, Cross Cultural Studies, Cultural Factors, Leadership, Social Attitudes, *Social Mobility, *Time Perspective, Treaties, *Typology

The typology is based on 2 dimensions of the ideology of each American Indian movement. One of these dimensions is the time perspective of the movement, based on its handling of time and change. Movements are distinguished according to whether they emphasize the present, past, future, or a breadth of time perspective. Movements are also distinguished by their acculturative stance, their attitude toward the dominant, white culture. Three acculturative stances are identified: (1) counteracculturative; (2) adaptive; and (3) articulatory. With the aid of the typology, historical and contemporary Indian social movements are listed, categorized and discussed briefly. An extensive bibliography accompanies each category of social movements. (Author/FF)

ED 082 868

RC 007 306

Abinanti, Abby

American Indian Law Student Associations Education Project.

American Indian Law Students Association, Albuquerque, N. Mex.

Pub Date [73]

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Budgets, *Civil Rights, Due Process, *Law Schools, *Program Design, *School Organization, Student Problems

Identifiers—University of New Mexico

The American Indian Law Student Association (AILSA) at the University of New Mexico Law School developed and secured approval for an Indian clinical law program. Funded by the Donner Foundation, AILSA aided in the development of a student bill of rights and responsibilities for Bureau of Indian Affairs boarding schools. The law program is discussed in 3 phases, and a budget is given. Also presented are 8 appendices—e.g., addresses of students in the special law scholarship program for American Indians, and Bureau of Indian Affairs Manual Guidelines for Admission. (FF)

ED 082 869

RC 007 308

First Level of Education in the Asian Region. Bulletin of the UNESCO Regional Office for Education in Asia: June 1973.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date Jun 73

Note—372p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Bibliographies, Curriculum Development, *Educational Development, *Educational Finance, *Evaluation, Out of School Youth, *Primary Grades, *Rural Areas, Student Enrollment, Tables (Data), Teacher Education

Identifiers—*Asia

Information on Asian primary education is presented for enrollment, teaching staff, and financial factors for Asia in general and for the following countries in particular: Afghanistan, India, Indonesia, Iran, Japan, Khmer Republic, Laos, Malaysia, Pakistan, the Philippines, Singapore, Sri Lanka, and Thailand. Primary education reform in the Union of Soviet Socialist Republics is treated in a separate section. Major problem areas are identifying and controlling the sources of wastage, development of suitable curricula, training of personnel for instruction at the first level of education in rural societies, and out-of-school education for youth. A bibliographical supplement is included. (PS)

ED 082 870

RC 007 309

Baker, Jean M. And Others

Each One Learning. A Small Group Process Manual for Teachers. Third Printing.

San Bernardino County Schools, Calif. Regional Project Office.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 71

Grant—OEG-0-70-3499-280

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingual Education, Classroom Environment, Group Membership, Individualized Instruction, Instructional Materials, *Language Skills, Learning Activities, Peer Teaching, *Second Language Learning, *Small Group Instruction, Spanish Speaking, Teaching Techniques

Identifiers—English Speaking

A bilingual-bicultural program was conducted in 6 second grade classrooms in 3 Phoenix, Arizona schools to develop and implement a small group process approach to bilingual education. This approach was described in the report, along with the skills required for it. Examples of room environment, grouping procedures, teaching techniques, activities, and necessary materials were given. Classroom floorplans, a bibliography, and a sample checklist were also provided. It was noted that the small group process approach does not guarantee greater student effectiveness and expression, but it does provide the environment and techniques for teaching and practicing new behaviors that ultimately improve group participation and awaken each child to more active participation in the learning process. (PS)

ED 082 871

RC 007 310

Johansen, Sigurd

The People of New Mexico.

New Mexico State Univ., Las Cruces. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—AES-Bull-606

Pub Date 73

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, Education, Ethnic Groups, Income, Migration, *Population Distribution, *Population Trends, Racial Characteristics, *Rural Population, *Socioeconomic Background, *Statistical Data, Urbanization

Identifiers—*New Mexico

The bulletin provides data on New Mexico's population. Information is given on population size, distribution, and composition; topography and climate; urban and rural population changes; racial and ethnic characteristics; age and sex composition; fertility and mortality; population mobility; nativity; income; marital status; and education. A brief historical background is also given. Population changes are examined for their effects on political representation and influence, economic and industrial activity, education, welfare, social life, and other spheres of activity in New Mexico. Data range from 1900 to 1970. (NQ)

ED 082 872

RC 007 311

Kaegi, Gerda

The Comprehensive View of Indian Education.

Indian-Eskimo Association of Canada, Toronto (Ontario).

Pub Date Mar 72

Note—42p.

Available from—Canadian Association in Support of the Native People, 277 Victoria Street, 3rd Floor, Toronto 200, Ontario (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Boarding Homes, Dropouts, *Education, *Government Role, *History, School Integration, *Treaties

Identifiers—Canada

Relating historical conflicts between Indians and whites, the document explained how education was originally aimed at "civilizing" and domesticating the Canadian Indian. This philosophy, used extensively by church groups that established the original Indian schools, alienated children from both the white society and the educational process. Residential schools were run as regimented orphanages; day schools and boarding homes isolated the students in a strange and often hostile world. The present changing attitude toward Indian education, whose main thrust is the integration of Indian and white students, has resulted in some favorable changes, such as the establishment of kindergarten and preschool care. The continuing high Indian dropout rate, however, indicated that much more needed to be done. (KM)

ED 082 873

RC 007 314

Sheraris, I. Karon. And Others

The Parochial Education of Menominee Indian Children: A Study of One School.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Sep 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, American Indian Languages, *American Indians, *Attitudes, *Catholic Schools, Cultural Education, *Elementary Grades, Nun Teachers, Parent Participation, Peer Relationship

Identifiers—*Menominees

During May 1969 fieldwork for the National Study of American Indian Education was conducted at a Catholic school in Menominee County, Wisconsin. Data were collected by draw-a-man, student questionnaires, semantic differential, achievement test data, and interviews for 78 Menominee Indian students (55% female; 44% male). This report discussed interview data for the third through eighth grades. Student attitudes toward formal education, parental commitment to formal education, tribal language and culture, teachers, and peers were investigated. Researchers found that 70% of the students had a positive attitude about their parochial school; religion was especially enjoyed by 11%. Students recommended that the school could be improved by curriculum change (20%); teaching Menominee culture (3%); and building repair (10%). (KM)

ED 082 874

RC 007 315

Sheraris, I. Karon. And Others

Menominee Parents and the Education of Menominee Children.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Oct 72

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Indian Languages, *American Indians, Aspiration, Board of Education Role, Catholic Schools, Culture, *Education, Elementary Grades, Family Background, *Family Role, *Parent Attitudes, *Parent School Relationship, Parent Teacher Cooperation, School Administration, Secondary Grades, Values

Identifiers—*Menominees

Eleven Menominee women interviewed 149 Menominee parents whose children attended School A, School B, Middle School, High School, Parochial School, or Miscellaneous (other District 8 Schools) in Minnesota from February to May 1969. Interviewers found most parents very interested in schools, and anxious to participate in the interview, although questions about home life were not always favorably received. Eighty percent of the respondents were females. Most parents (83%) placed a high value on formal education. The emphasis placed on formally teaching Menominee language and culture was not as strong (about 40%). The evaluation report for parents was divided in 10 sections: 1) characteristics of Menominee parents; 2) aspects of family life; 3) attitudes toward formal education; 4) attitudes toward tribal language and culture and formal education; 5) assessment of their contact and influence in school affairs; 6) attitudes toward administration; 7) contact with and evaluation of school administration; 8) school board contact and evaluation; 9) evaluation of school curricula; and 10) aspects "liked" and "disliked" about schools. Nearly all respondents (97%) appeared to have given consideration to the educational needs of their children. (KM)

ED 082 875

RC 007 316

Sheraris, I. Karon. And Others

The Formal Education of Menominee Children at the Middle School Level: Students.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Ma 73

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indian Culture, *American Indians, Anglo Americans, *Evaluation, *Middle Schools, Parent Reaction, *Peer Relationship, Second Languages, *Student Attitudes, *Students, Teacher Behavior

Identifiers—*Menominees

The perceptions of Middle School Menominee students about education and their school were presented in this report. Interviews were given to the American Indian students during April and May 1969. The sample consisted of 46 girls and 59 boys in grades 6 through 8. Students responded to questions on perception of parents' educational commitment, student attitudes toward formal education, Middle School life, and tribal language and culture. Major findings were that nearly half of the respondents felt Menominee language and culture courses should be taught, that nearly all students enjoyed several in-school peer relationships, that 7th grade students were most likely to view education as an important aspect of their future, and that 18 0/0 of the respondents felt their parents were somewhat committed to the value of formal education. Aspects students liked and disliked, and selected recommendations for change made by Menominee students were included, along with a copy of the student handbook. (PS)

ED 082 876

RC 007 317

Sheraris, I. Karon. And Others

The Formal Education of Menominee Children at the High School Level: Students.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Apr 73

Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Cultural Background, *Education, Guidance, *High School Students, Language, *Parent Attitudes, Peer Relationship, School Activities, *Student Attitudes

Identifiers—*Menominees

A study examining Menominee high school students' attitudes towards formal education was conducted during May and June of 1969. A white male interviewed 83 students who were Menominee or had other tribal affiliations. Of those interviewed, 46 0/0 were female and 54 0/0 were male. All but 2 lived in Menominee County. The students responded to questions on parental attitudes toward education; parental contact with high school; student interest in academics; the relationship between formal education and adulthood; the use of study centers; tribal language and culture and their relationship to school; teachers; principals; guidance; student council; student involvement in school activities; and Indian and white peer relationships. Major findings were: (1) Menominee students characterized themselves as more friendly, more adventuresome, freer of parental control, more casual, more interested in happiness than success, and better athletes than Whites; (2) most of the Menominee students did not feel teachers were prejudiced; and (3) the majority of the students wanted both Menominee language and culture taught in high school. Data are shown in percentages along with excerpts of the interviews. A copy of the student handbook is in the appendix. (NQ)

ED 082 877

RC 007 318

Harkins, Arthur M. And Others

A Summary Report on Menominee Indian Education: 1968-1970.

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs; Minnesota Univ., Minneapolis. Training Center for Community Programs.

Pub Date Apr 73

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Development, Economic Factors, *Educational Change, *Educational Research, Elementary Schools, Federal Programs, History, Individual Power, Middle Schools, Parent School Relationship, Reservations (Indian), Secondary Schools, Social Change, *Student Attitudes, *Teacher Attitudes

Identifiers—*Menominees

Since July 1970 the Training Center for Community Programs (University of Minnesota) has

produced 11 interim reports on Menominee education in Wisconsin. This summary is the 12th and final report on this American Indian tribe's progress since Federal trusteeship was terminated in 1965. The Menominees, now citizens of Wisconsin, still have more than cultural ties binding them and setting them apart. They have their own county and government; are stockholders in Menominee Enterprises, a tribally-owned corporation; and have their own special set of economic and social problems. The summary covers the Parents and Students Committee for Better Education's solutions for problems in Joint District Number Eight; background of that district and its Title III (Elementary and Secondary Education Act) project; Indian parents; and elementary, middle, and high school student and teacher attitudes. Ten major problems are listed, such as the credibility gap, institutional overload, and an insensitivity to changing patterns of survival behavior. (FF)

ED 082 878 RC 007 323

The Rural Planning Specialist. A Unique Approach to the Problems of Poverty in Rural America.

Pennsylvania State Dept. of Community Affairs, Harrisburg.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 73

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agency Role, *Community Planning, *Economic Disadvantage, Educational Opportunities, Health Services, Housing Deficiencies, *Innovation, *Rural Development, *Social Services, Unemployment

Identifiers—*Pennsylvania

The Rural Planning Specialist (RPS) Project was an effort to study and analyze methods for providing community services in rural Pennsylvania. The approach for alleviating poverty described in this report evolved from that project. The RPS program was described by need for innovation, structure of the project, RPS role and responsibilities, administering the program, selecting a representative, and placing the program in a community. Steps necessary for incorporating RPS in the community included introduction and inventory, the initial project, working with the community, defining a problem situation, working toward change, and leaving the community. The chronologies of some programs in progress were described. An appendix contains information on announcing the position of Rural Planning Specialist, a nominal group technique, a method for looking at a community, a community action workbook, a senior citizen flood relief proposal, and notes on community aides. (PS)

ED 082 879 RC 007 324

Schwartz, William F., Comp.

Bibliography of Appalachian Studies. CDC Development Paper Number 4.

Kentucky Univ., Lexington. Center for Developmental Change.

Report No.—CDC-4

Pub Date 73

Note—30p.; Revised 1973; preliminary work done by Don Stosberg, Jackie Bondurant, and Connie Davis

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Community Development, *Economic Factors, Education, Housing, Migrants, Population Trends, *Rural Areas, *Social Factors, Social Services

Identifiers—*Appalachia

Studies of various aspects of Appalachian life are listed in this 396-item bibliography. Works are listed alphabetically by author, and include journal articles, books, conference proceedings, theses and dissertations. The selections cover the period 1930-1972 with examples from each decade. (PS)

ED 082 880 RC 007 325

The Project Approach: The Revitalization of Stump Creek. Paper Number One.

Institute on Man and Science, Rensselaerville, N. Y.

Pub Date Sep 73

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, *Community Development, *Demonstration Projects, *Economic Change, *Human Resources, *Rural Areas, Social Change

Identifiers—*Pennsylvania

The objective of the Project to Revitalize Stump Creek was to design and implement a comprehensive approach to community revitalization. A key aspect of the plan was transfer of ownership to town residents. The town, location and locale, and selection process were described in this report. The project activities occurred in 7 separate phases: community profiling, community organization and feasibility determinations, planning and blueprinting, an environmental impact statement, implementation, revitalization assessment, and transition. Additional information was provided on project strategies, a baseline for economic viability, a funding overview, and some general concepts about small towns. Some of the risks associated with the project were listed. (PS)

ED 082 881 24 RC 007 326

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 3.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2469

Pub Date Oct 73

Contract—OEC-1-6-062469-1574(10)

Note—294p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-003, \$5.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Academic Achievement, *Annotated Bibliographies, *Bilingual Education, Disadvantaged Youth, *English (Second Language), Ethnic Groups, *Mexican Americans, Preschool Children, Self Concept, *Spanish Speaking

Access to some of the latest research findings and developments in Mexican American education is provided in this bibliography. A supplement to 3 previous ERIC/CRESS publications: "Mexican American Education, A Selected Bibliography" (ED 031 352), "Mexican American Education, A Selected Bibliography—Supplement No. 1" (ED 048 961), and "Mexican American Education, A Selected Bibliography (with ERIC Abstracts)—ERIC/CRESS Supplement No. 2" (ED 065 217), the present bibliography contains 221 citations and abstracts which appeared in "Research in Education" from March 1972 through March 1973. Also included are 86 citations which appeared in "Current Index to Journals in Education" from April 1972 through March 1973. Bilingual education and English as a second language are emphasized. Ordering information and subject indexes are included. (NQ)

ED 082 882 RC 007 331

Tippecanoe, John W., Jr.

The Institute of American Indian Arts Background Information (Task One of the Transition Evaluation). Background Paper.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date 4 Oct 72

Note—54p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*American Indians, *Art Education, *Background, Counseling, *Educational Facilities, Guidance, *Institutions, Instruction, Program Administration, Program Descriptions

Identifiers—*Institute of American Indian Arts

The paper, prepared as Task One of the Institute of American Indian Arts Transition Evaluation, provides pertinent background information about the Institute of American Indian Arts in Santa Fe, New Mexico. A brief history of the Institute is given, with information about its philosophy and purpose; objectives; organization and administration; the high school, post graduate, and counseling and guidance programs; the student body; admission policy; recruitment program; student government; educational performance; staff; facilities; budget; major accomplishments; and past problems. The 1969 and 1970 evaluations, which are the 2 most comprehensive evaluations done, are included in the appendices. The 1970 evaluation is given in its entirety. Recommendations are given for art instruction, guidance and counseling, and administration. Among these are: (1) more emphasis should be placed on traditional Indian art instruction

tion to instill in students a greater pride in preserving their cultural traditions and crafts; (2) the school should give a greater priority to its public relations work; and (3) a professionally trained psychologist with an understanding of cultural differences should be added to the staff. Data are given for age and grade, tribes and reservations, and reasons for dropouts. (NQ)

ED 082 883 RC 007 332

Revenue Sharing and the Spanish Speaking. Cabinet Committee on Opportunities for Spanish Speaking People, Washington, D.C.

Pub Date 73

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Rights, *Community Action, Community Planning, Economic Factors, *Federal Programs, *Local Government, Needs, *Revenue Sharing, *Spanish Speaking, Tax Effort

Information of interest to Spanish speaking people on revenue sharing was presented in this booklet. Major topics were the utilization of General Revenue Sharing Funds, fund distribution, community action, reports on planned and actual use of funds, assurances to the Secretary of the Treasury, and civil rights provisions. Additional information on these topics was presented in the appendix. It was noted that in order to create more awareness, the Cabinet Committee on Opportunities for Spanish Speaking People was instrumental in the adoption of a regulation requiring local governments to issue reports on revenue sharing plans and expenditures to the Spanish language media. (PS)

ED 082 884 RC 007 334

Edington, Everett D.

A Communication System for the American Indian in Higher Education.

Pub Date Jul 71

Note—8p.; Paper presented at University of California, Los Angeles American Indian Culture Center 1971 EPDA Short Term Summer Institute, Many Farms, Arizona, July 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Counseling, Curriculum Development, *Educational Problems, Financial Support, Guidance, *Higher Education, *Recruitment, *Telecommunication

There are fewer American Indians in higher education than most other minority groups. Among the few who are enrolled, there is a large percentage of dropouts. It has been extremely difficult to recruit, select, and keep Indian students, even at the graduate level. Several recommendations for obtaining more active Indian participation in higher education and in special programs such as administrator training fellowship programs can be suggested. A coordinated communication system could be established to inform students about available programs. In this system, a person could be designated to be responsible for selecting and recruiting Indian students. Colleges enrolling these students could have an Indian coordinator or counselor aware of all Indian students in their college who could help them from the very beginning. These counselors could coordinate their programs with those of local high schools. One of the major goals of this system could be to inform these students about financial aids and special programs. The curriculum should also be developed to help these students adjust to college life. Thus this system could aid in getting American Indians into higher education. (NQ)

ED 082 885 RC 007 335

West, Richard, Jr.

A Proposed Course in Law, Sociology, or History. American Indian Historical Society, San Francisco, Calif.

Pub Date 71

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Beliefs, *Constitutional History, *Course Organization, Court Litigation, Culture, Curriculum Guides, Federal Laws, History, *Law Instruction, *Legal Responsibility, Legislation, Reservations (Indian), State Laws, Treaties

"The American Indian and the Constitution" is a proposed course in law, sociology, or history. The document gives a course justification and intended audience. The course outline covers: 1) the sovereignty of Native American Tribes, espe-

cially as demonstrated in "Cherokee Nation" and "Worcester v. Georgia"; 2) criminal jurisdiction; 3) civil jurisdiction; 4) citizenship for Native Americans; 5) water rights as detailed in the Winters Doctrine; 6) hunting and fishing rights; 7) state taxing authority; 8) the U.S. Bill of Rights; and 9) the Indian Bill of Rights. Noted court cases and judges' opinions are given for all sections. (KM)

ED 082 886 RC 007 336

Brown, Eddie F. Fredrick, James
[Guidance and Counseling of the American Indian College Student.]

Spons Agency—California Univ., Los Angeles.
American Indian Culture Center.
Pub Date Jul 71

Note—10p.; Paper presented at the University of California, Los Angeles American Indian Culture Center 1971 EPDA Short Term Summer Institute, Many Farms, Arizona, July 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *American Indians, *College Students, *Cultural Background, Curriculum Planning, *Educational Opportunities, Financial Problems, *Guidance Counseling, Objectives

Problems faced by American Indian college students were described in these 2 guidance and counseling papers. The first paper suggested a plan for a guidance and counseling program. The 3 steps in this plan were a special summer student orientation program for Indians; and "out-reaching" guidance and counseling program where Indian students would serve as assistant counselors; and active participation of the counselor with the student in curriculum planning. The second paper covered goals, fiscal responsibility, and academic advising. Included in the second paper was a list of courses from which a student may select a sequence to meet liberal studies requirements. (PS)

ED 082 887 RC 007 337

Voich, Daniel L.
Report of the American Indian Student Advisor,
Academic Year 1969-70.

Pub Date Jul 71
Note—13p.; Paper presented at the University of California, Los Angeles American Indian Culture Center 1971 EPDA Short Term Summer Institute, Many Farms, Arizona, July 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, College Preparation, *College Students, *Counselors, *Educational Objectives, Financial Support, *Guidance Functions, Reservations (Indian)

Identifiers—Montana State University

The report of the Advisor to American Indian students covers 3 quarters of the academic year 1969-70 at Montana State University (MSU). During that period, the advisor worked on a 3/4 time basis to give help and guidance to American Indian students trying to finish a 4-year degree program. In preparation for this, the advisor visited 6 Montana reservations in August and September 1969 to meet with students who would attend MSU that fall. The most prevalent student problems were finances, low grades, dropping courses, and absenteeism. The document gave, for each quarter, the number of Indian students enrolled, counseling and tutorial services given, student activities, and end of quarter grades. (KM)

ED 082 888 RC 007 338

Brown, Eddie F.
Brown Recruitment of the American Indian.

Spons Agency—California Univ., Los Angeles.
American Indian Culture Center.
Pub Date Jul 71

Note—4p.; Paper presented at the University of California, Los Angeles American Indian Culture Center 1971 EPDA Short Term Summer Institute, Many Farms, Arizona, July 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Attitudes, *Colleges, Curriculum, Financial Support, *Higher Education, Motivation, *Problems, *Recruitment, Student Participation

Many intelligent, talented, and capable American Indian youngsters finish elementary and secondary schools but do not enter college. The majority of those who do go on to college experience difficulty in keeping an acceptable grade average; consequently, few graduate. Present Indian recruiting programs have failed to identify

the reason for this. Indian students do not enter college because of lack of motivation. This is usually due to lack of encouragement from family and teachers, improperly planned high school curriculum, and a misunderstanding of the importance of advanced education. Several suggestions can be offered for effective recruiting programs that not only get Indian students into college and out with a degree, but with self confidence, acumen, and desire to proudly make his place in society. Among these suggestions are: recruitment must begin when the student first enters high school; Indians already in college must become involved in the recruitment programs of school with a high concentration of Indian students; the college must be able to offer financial aid; the college curriculum must be developed to allow these students to catch up in English, math, or science and also prepare them to graduate within 4 years; and social activities with other Indians in college must be made available. (NQ)

ED 082 889 RC 007 339

A Proposal for American Indian Studies at Montana State University.

Montana State Univ., Bozeman.

Pub Date Feb 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Curriculum Planning, *Educational Needs, Educational Objectives, Educational Philosophy, *Higher Education, Nonreservation American Indians, Participant Involvement, *Program Descriptions, Reservations (Indian), Tribes, Universities

Identifiers—*American Indian Studies, Montana State University

The document is a proposal for American Indian Studies (AIS) at Montana State University (MSU). The 7 Indian reservations in Montana remain isolated within the prevailing life-ways of the state, thereby becoming virtual economic, political, and social islands within its culture. Montana Indian education has been inexcusably low, with less than 200 college students from all reservations in a recent academic year against an estimated 4,000 Indian youths of college age in the state. MSU, as a land-grant institution, is in a unique position to help develop reservation resources through its programs in resident instruction, research, and extension. MSU can store, preserve, and help up-date tribal customs, practices and traditions. More specifically, AIS will seek to provide opportunities for the Indians to more fully utilize the resources of their land-grant university. For instance, MSU will work with Montana Indian tribes to establish personal liaison with tribes, and to gain assistance in building up specific knowledge about tribes. The proposal covers (1) proposal background; (2) problem; (3) proposed program; (4) objectives and goals; (5) program development; (6) curricula revision; (7) university consultants: philosophy; and (8) university consultants: functions. (FF)

ED 082 890 RC 007 340

Hatathli, Ned

Navajo Studies at Navajo Community College.

Pub Date Jul 71

Note—9p.; Paper prepared for the University of California, Los Angeles American Indian Culture Center 1971 EPDA Short Term Summer Institute, Many Farms, Arizona, July 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, College Role, *Community Colleges, *Curriculum Design, Curriculum Study Centers, *Educational Objectives, Educational Philosophy, Instructional Staff, *Program Descriptions, Reservations (Indian)

Identifiers—*Navajo Community College, Navajo Studies

The document covers the Navajo Studies Program (NSP) at Navajo Community College (NCC). The Navajo Studies Program differs from other Indian Studies Programs in 7 ways, e.g.: (1) it is located on the Navajo Reservation and controlled by the tribe; (2) NCC incorporates Indian studies into every individual program and area of concentration—English is concerned with Indian literature, Economics with Indian development, and Science with resources. The 14 NSP objectives include such things as: (1) to learn and respect pride in being Navajo; and (2) to recognize the necessity of Indian unity and corporation. NSP's aim is to increase Indians' pride in and familiarity with their rich culture, history,

and religion. The NCC philosophy aims at establishing (1) a means for society to educate its citizens and an educational system controlled by the society whom the college will serve; and (2) an opportunity for the society being served to acquire a positive self-image. Twenty-eight NSP courses are listed, such as (1) Navajo Silver-smithing; and (2) Southwestern Indian Tribes. Another responsibility of the NSP at NCC is preparation of written materials prepared by Navajos for use in the NSP. (FF)

ED 082 891 RC 007 348

Racial/Ethnic Distribution of Public School Students and Staff in New York State, 1971-72.

New York State Education Dept., Albany.

Pub Date 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ethnic Groups, Minority Groups, *Negroes, Personnel, *Population Distribution, *Public Schools, *Spanish Americans, Students, *Tables (Data)

Identifiers—*New York State

A collection of 1971-72 racial/ethnic data for the New York school population is given in this paper. Since 1966 such information has been collected annually from all public elementary and secondary schools and is now a part of the Education Department's Basic Data System. It is used within the Department to provide a statewide longitudinal record of school integration. The information includes the racial/ethnic distribution of public school students for the districts of Albany, Buffalo, New York, Rochester, Syracuse, and Yonkers (individually and combined), for the rest of the state, and for the state as a whole; the distribution of black and Spanish surnamed students by location in the state; the distribution of public school students by racial/ethnic origin for 1967-68 through 1971-72; the number of schools and the number and percent of minority students in schools of differing racial composition; the number of schools and the number and percent of black and Spanish surnamed students in schools of differing racial composition; the distribution of public school staff by racial/ethnic origin; and the distribution of public school staff by racial/ethnic origin for 1967-68 through 1971-72. The appendices give the distribution of the public school students and staff by racial/ethnic origin for each school district in the state. (Author/NQ)

ED 082 892 88 RC 007 349

Burcham, Mildred, Ed.

New Approaches to Individualized Learning. Report of a Summer Institute (Willamette University, Salem, Oregon, June 11-15, 1973).

Oregon State Board of Education, Salem. Oregon

Small Schools Program.

Spons Agency—Newton Unified School District

373, Kans.

Pub Date 15 Jun 73

Note—97p.; Related document is ED 072 895

(1972 Report)

Available from—Oregon Small Schools Program,

942 Lancaster Drive, N.E., Salem, Oregon

97310 (\$3.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Strategies, Evaluation, Individualized Instruction, *Instructional Innovation, *Learning Processes, Objectives, Performance Contracts, *Small Schools, *Summer Institutes

Identifiers—*Oregon

Various approaches to individualized learning were presented at this 1973 summer institute, attended by 426 administrators and teachers. Major topics included individualized learning, steps of the learning process, open classrooms, contracting, learning centers, management systems, goals, and resource packets. It was noted that the idea of individualized learning shifts the emphasis from teaching to learning and that learning must be the important focus. An institute evaluation summary of the 366 evaluations returned was included. (PS)

ED 082 893 RC 007 350

Orford, Gale B.

A Study of Outdoor Education and Its Objectives as a Basis for Determining Current Trends. A Research Project.

Pub Date Aug 73

Note—80p.; Research project for fulfillment of the requirements for RPM 506, Problems: Outdoor Education

EDRS Price MF-0.65 HC-\$3.29

Descriptors—*Concept Formation, *Definitions, Educational Objectives, *Educational Trends, *Environmental Education, *Outdoor Education

The study examines definitions of Outdoor Education (OE) and similar terms, and identifies the objectives of such programs in Resident Outdoor Schools to determine their educational purposes. The study is limited to a review of OE literature published between 1968-73 in the U.S. Definitions are those stated by arbitrarily selected people and organizations with an interest or background in OE. Analysis of the definitions (in context) shows that to varying degrees they attempt to describe: (1) the place where OE should occur; (2) the methods that OE employs; and (3) its content and goals. OE, according to stated objectives, is concerned with skill, knowledge, and attitudes, some of which are identical to those aimed at by other educational programs and others which appear to be unique to OE and in particular to residential programs. There are some objectives which do not fall into these categories—these describe some individual OE processes and other positive attributes that are desirable outcomes. Also included are personal comments after each analysis of definitions and objectives; a personal point of view of what OE could be; 2 appendices; and a bibliography listing. (FF)

ED 082 894 RC 007 351
Career Education: Promising Practices in Small Schools.

Northwest Regional Educational Lab., Portland, Oreg.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Task Force.

Pub Date 73

Contract—OEC-4-7-062871-3059

Note—82p.

EDRS Price MF-0.65 HC-\$3.29

Descriptors—*Career Education, Community Attitudes, Evaluation, *Mobile Educational Services, Needs, *Occupations, Program Descriptions, *Rural Areas, *Small Schools

Eighteen promising practices in career education are described by title, location, needs, history of development, description of the practice, specific considerations for implementation, vital statistics, evaluation and contact for further information. Each is a small school practice which "works" for that school. Practices are grouped within four areas: diversified occupations, hands-on/in-school vocational training, career exploration and awareness and cooperative mobile units. A discussion on effecting change in rural schools and communities follows. (PS)

ED 082 895 RC 007 352

Klein, Barry T., Ed.

Reference Encyclopedia of the American Indian. Second Edition-Volume I.

Pub Date 73

Note—547p.; First edition published in 1967

Available from—Todd Publications, 11 Third Street, Rye, New York 10580 (\$15.00)

Document Not Available from EDRS.

Descriptors—*American Indians, *Bibliographic Citations, Educational Resources, *Encyclopedias, *Library Reference Services, Publications, Reference Books, *Reference Materials, Reservations (Indian), Tribes

The "Reference Encyclopedia of the American Indian, Second Edition, Volume I", includes listings of related museums, libraries, government agencies, urban Indian centers, visual and instructional aid sources, authentic arts and crafts, reservations and tribal councils, monuments and state parks, government publications and newspapers, magazines and periodicals, Indian schools, related course offerings of United States colleges and universities, as well as a 2,500 entry annotated and classified bibliography. In addition, this volume has an introduction by Rogers C. B. Morton, Secretary of the United States Department of the Interior. This edition is of value to anyone—high school or college student, teacher, professional or amateur researcher, western and/or Indian affairs "buff", etc.—interested in the American Indian. (Author/FF)

ED 082 896 RC 007 357**Project BACSTOP (Better Acquisition of Cognitive Skills Through Outdoor Programming)**

Evaluation Report—1972-1973.
Battle Creek Public Schools, Mich.

Pub Date 73

Note—38p.

EDRS Price MF-0.65 HC-\$3.29

Descriptors—Attendance, *Cognitive Development, *Grade 7, Objectives, *Outdoor Education, *Program Evaluation, *Race Relations, Standardized Tests

Identifiers—*Michigan

A series of structured experiences in a wilderness setting was used to generate changes in the feelings and attitudes of students and faculty in the 7th grade classes in the Battle Creek, Michigan Public Schools. The objectives of the project were to reverse racial separatism; reduce racially related, negative black/white incidents, to increase teacher/administrator/counselor perception of black/white relationships; to decrease absenteeism by increasing positive black/white interpersonal relationships; to improve student grade point averages; and to increase student performance on standardized tests. In addition to measurement of the objectives, anecdotal records were submitted by teachers, and a series of questionnaires were used for the purpose of overall program evaluation. Major findings were that all teachers responding found that tolerance levels were higher between black and white students, that there was an increase in voluntary black/white association, that the number of racially related negative incidents was reduced, and that absenteeism was not reduced. Copies of the questionnaire, test scores, and a description of the program were included. (PS)

ED 082 897 RC 007 358**Agriculture and General Education. Unesco Educational Studies and Documents No. 2.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 71

Note—35p.; Published in English and French

Available from—Unesco Publications Center, P.O. Box 433, New York, New York 10016 (B.2881; \$1.00)

Document Not Available from EDRS.

Descriptors—*Agriculture, Community Attitudes, Curriculum, Economic Development, *Educational Planning, International Programs, *Primary Education, *Rural Areas, Rural Development, *Secondary Education, Teacher Education

Information gathered from various countries around the world is presented in this general guide to help school administrators and teachers relate primary and secondary education to the realities and problems of rural agriculture and life. Topics include curricula, syllabuses and programs, teacher training and orientation, new teaching techniques including learning-by-doing methods in school compounds, and school farms. A major conclusion was that the integration of agricultural perspectives into general education is inseparable from the broader pattern of the educational role in rural development and of rural growth in the light of national aims and individual promises. A 73-item bibliography is included. (PS)

ED 082 898 RC 007 359**Handbook for Public Health Nurses Working with Spanish-Americans.**

Community Health Service (DHEW/PHS), Bethesda, Md.

Pub Date Jan 71

Note—52p.; Reprinted January 1971, first printed June 1964

EDRS Price MF-0.65 HC-\$3.29

Descriptors—Attitudes, Beliefs, *Communication (Thought Transfer), Diseases, Interpreters, *Nurses, Patients (Persons), *Public Health, *Rural Population, *Spanish Americans

Identifiers—*Northern New Mexico

Prepared for the use of public health nurses working with rural Spanish Americans in northern New Mexico, this handbook presents information and suggestions, in outline form, to aid these nurses in communicating with their patients with better understanding and cooperation. The handbook is based on the findings of a study conducted between September 1958 and July 1963 in Health District #1 of northern New Mexico. The study's purpose was to observe whether the quality of communication between nurse and patient and the degree of cooperation obtained from patients varied with the following 4 factors: (1) the setting in which the contact took place; (2) attributes of patients such as age, sex, language facility, and education; (3) nurse per-

formance variables such as language used, length of the interview, and use of visual aids or written materials; and (4) discourse variables such as use of complete, appropriate arguments and "adequate" explanations. Topics discussed in the handbook include: the patients; health beliefs and linkage; sickness; respiratory, children, and traditional diseases; treatment; traditional practitioners and their areas of competence and interests; first visit; use of an interpreter; arguments; explanations; folk attitudes relevant to public health; and general rules. (NQ)

ED 082 899 RC 007 362
Arizona State Economic Opportunity Office. Annual Report, Calendar Year Ending December 31, 1972.

Arizona State Economic Opportunity Office, Phoenix.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 73

Note—64p.; Related document is ED 062 078 (1971)

EDRS Price MF-0.65 HC-\$3.29

Descriptors—*American Indians, Annual Reports, Community Programs, *Federal Programs, Migrants, *Program Evaluation, *Reservations (Indian), *Socioeconomic Status, State Federal Aid, Tables (Data), Tribes

Identifiers—*Arizona

The annual report of the Arizona State Economic Opportunity Office (SEOO) for 1972 is presented. The SEOO was integrated into the Department of Economic Security. It is now the Community Support Bureau of Resource Planning Division (CSBRPD). The unit provides training and technical assistance to communities, councils of governments, and public and private agencies. Human resource planning, development and programming are priority assistance objectives. The CSBRPD has a primary responsibility for Economic Opportunity Office funded programs such as community action, housing, legal aid, and head start programs. Another primary responsibility is that of advocacy for the resolution of problems for low income and minority Arizona residents. Statistical data on the state's American Indians are also presented. (FF)

ED 082 900 88 RC 007 367**Educational Opportunities of Rural School Consolidation.**

Olympia Community Unit District 16, Minier, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 73

Note—82p.

EDRS Price MF-0.65 HC-\$3.29

Descriptors—*Community Attitudes, *Consolidated Schools, Curriculum, *Educational Innovation, Elementary Schools, *Facility Improvement, High Schools, *Rural Areas, Student Enrollment

Identifiers—Elementary and Secondary Education Act Title III, ESEA Title III, *Illinois

The consolidation of 5 school districts into one, encompassing 377 square miles in Illinois, is described in this booklet. Information is included on the actual consolidation; the people and communities served by the new school district; programs and facilities in the elementary schools and the high school; and the Title III, Elementary and Secondary Education Act Project, which provided for the dissemination. Information was collected from community residents on employment, specific occupation, school enrollment, and the highest educational level achieved. A public opinion survey was taken on citizens' opinions about the schools. Also, a student interest inventory was administered to 176 tenth grade students for their opinions. Results of these studies are reported in the booklet along with descriptions of the programs in the elementary schools and the high school. (PS)

ED 082 901 RC 007 368

Ramirez, Henry M.

Statement of Henry M. Ramirez, Chairman, Cabinet Committee on Opportunities for Spanish Speaking People, Before the Subcommittee of the Committee on Government Operations, House of Representatives, July 23, 1973.

Pub Date 23 Jul 73

Note—14p.

EDRS Price MF-0.65 HC-\$3.29

Descriptors—Agencies, Agency Role, Bilingual Education, Educational Opportunities, *Equal Opportunities (Jobs), *Federal Aid, *Federal Programs, Needs, *Spanish Speaking, *Speeches

On July 23, 1973, Dr. Henry M. Ramirez, Chairman of the Cabinet Committee on Opportunities for Spanish Speaking People, spoke before the Subcommittee of the Committee on Government Operations. Dr. Ramirez outlined why the Cabinet Committee is needed, gave examples of the Committee's accomplishments, and discussed future plans to assure that Federal programs reach the Spanish speaking. According to Dr. Ramirez, the Cabinet Committee was established to advise Federal departments and agencies on appropriate actions to assure that Federal programs reach the Spanish speaking people. Since its establishment in 1969, the Committee has accomplished: the distribution of \$47 million to first time grantees for programs run by the Spanish speaking for the Spanish speaking; the establishment of Project Alpha to deal with job opportunities at the local level and Project Blue at the national level; effective data collection and reporting systems; the improvement of employment opportunities through Project Beta; strengthening the President's 16-point Program by helping to institutionalize it into the Federal structure; and getting agencies to be cognizant of Spanish speaking needs. In the future, the plans are to increase equal educational opportunities and the number of Spanish Americans on the Federal Register through local recruitment. (NQ)

ED 082 902 RC 007 369
Larson, James R.

Community Involvement and Educational Decision Making: The Development of a Mexican American Curriculum Office in the Toledo Public Schools.

Pub Date Dec 72

Note—199p; Doctor's Dissertation, University of Toledo

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Advisory Committees, *Community Involvement, Curriculum, *Decision Making, *Doctoral Theses, Educational Improvement, Ethnic Studies, *Mexican Americans, *Offices (Facilities), Organizations (Groups), Public Schools

Identifiers—Ohio, *Toledo Public Schools

Investigating the process which led to the development of a Mexican American Curriculum Office within the Toledo Public Schools, the study examined the efforts of the Mexican American community to improve education in those schools. These efforts, which began in the spring 1970 and winter 1971, became a part of the proposal process for an Elementary and Secondary Education Act, Title III grant for the system. Data were collected by personal interviews with Mexican American community leaders and their allies and educational decision makers and their allies. Interviews on educational issues conducted with many of the same individuals were used to validate the information. Original documents and audio-tapes of all Community Advisory Council (CAC) meetings were also used. A majority of the negotiating time was devoted to the role and function of the CAC. The school system resisted the input of the Council's more radical elements, while they supported the conservative representatives. The pressure placed on the school system originated under the supervision of a community organizing agency external to the Mexican American community. The study ended with the hiring of the project director in the fall of 1971. (Author/NQ)

ED 082 903 RC 007 370
Hopkins, Tom R. And Others

Evaluation Report of Rough Rock Demonstration School, School Year, 1971-72. Research and Evaluation Report No. 7.

Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.

Pub Date 4 Aug 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Boarding Schools, Community Involvement, Community Schools, Educational Innovation, *Elementary Schools, *Experimental Schools, *Program Evaluation, *Reservations (Indian), School Community Relationship

Identifiers—Navajos, *Rough Rock Demonstration School

The document was an evaluation of the Rough Rock Demonstration School (RRDS), a contracted school with the Bureau of Indian Affairs (BIA), located on the Navajo Indian Reservation. The evaluation categories for the 1971-72 school year were: (1) student data; (2) program data; (3) staffing; (4) materials; (5) plants; and (6) community support and involvement. Each category had a summary with recommendations—e.g., under student and program data there appears to be misunderstanding of the role and functions of RRDS in relation to the BIA. RRDS looks on itself as an experimental-demonstration school. The BIA looks upon it as a conventional Navajo boarding school. It was recommended that a top level meeting between all parties principal to the venture be called to resolve this. Also included are (1) annotated evaluation references; and (2) appendices—summary of faculty self-evaluation statements and semi-annual evaluation of the multicultural teacher education center. (FF)

ED 082 904 RC 007 371

Mohan, Raj P. McCann, Glenn C.
Prismatic Families as an Ideal Type: The Case Study of Nonfarm Families in North Carolina.

Pub Date 5 Feb 73

Note—13p.; Paper presented at the annual convention of the Association of Southern Agricultural Workers, Atlanta, Georgia, February 5, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Case Studies, Caucasians, Class Attitudes, Demography, Education, *Negroes, *Nonfarm Youth, *Rural Areas, *Rural Urban Differences, Social Values, Sociology

Identifiers—*North Carolina

The prismatic family type described in this report represents an intermediate situation between rural and urban value systems. The heads of the 3 white and 3 black families studied were in the age group 30-39 in 1961. The structured interview method was used to gather information in 1961 and 1966. In depth interviews were conducted in 1972 to understand the dynamics of changes. Data interpretations were presented to see the changes that have taken place in these families, the adjustment to these changes, and the delineation of the prismatic types and characteristics. It was found that prismatic families show lines of tension between traditional and modern value systems, experience anomie feelings caused by discrepancies between traditional and modern values, perceive minimal class differences, and experience an increase in the intensity of conflict and anomie with the movement from the rural end of the continuum towards the prismatic on the scale of a rural-urban continuum. (PS)

ED 082 905 RC 007 378

Patton, Walter Stinnett
An Investigation of Selected Factors Related to Persistence of American-Indian Students at Two New Mexico Universities.

Pub Date May 72

Note—140p.; Doctor's Dissertation, New Mexico State University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Ability, *American Indians, *College Students, *Comparative Analysis, *Doctoral Theses, Dropouts, Factor Analysis, *Persistence, Post Secondary Education, Statistical Analysis, Student Evaluation, Student Records, Universities

The purpose of this study was to determine if there was a statistically significant difference in selected factors between American Indian students who persisted at the University of New Mexico and at New Mexico State University and those who did not. Subjects were 135 Indians and 200 non-Indians at the University of New Mexico and 68 Indians and 100 non-Indians at New Mexico State University. A random selection of the non-Indian students was made from the student directories. There were 22 hypotheses tested for significance at the .05 level by means of a stepwise discriminant analysis technique. Variables tested for classification purposes were: age, sex, marital status, tribal affiliation, high school rank, high school size, ACT scores, GPA, semester course load, major field of study, place of residence, Indian or non-Indian roommate, Indian club membership, financial aid, and distance student travels from home to college. It was found that the best combination of factors related to persisting American Indian college students were: a female student less than 19 years of age when

first enrolled in college, a graduate of a larger, public high school who ranked in the upper third of the graduating class, had scored 17 or above on the ACT, and chose a major field of study within the professional field. (FF)

ED 082 906 RC 007 379

Macias, Reynaldo F. And Others
A Study of Unincorporated East Los Angeles. Monograph No. 3.

California Univ., Los Angeles. Chicano Studies Center.

Pub Date 73

Note—130p.

Available from—Aztlán Publications, 405 Hilgard Avenue, Los Angeles, Calif. 90024 (Monograph 2; \$2.95)

Document Not Available from EDRS.

Descriptors—Bibliographies, Census Figures, Education, Government Role, Health, *Housing Patterns, *Land Use, *Local Government, *Population Trends, Property Appraisal, Property Taxes, Residential Patterns, *Spanish Speaking, Tables (Data), Voter Registration

Identifiers—*East Los Angeles

The aim of this study was to collect data and printed materials on and from unincorporated East Los Angeles and contiguous, predominantly Chicano neighborhoods to help determine the feasibility and/or desirability of incorporation of any or all of East Los Angeles. Information is given on: (1) incorporation procedures; (2) the past incorporation attempts of 1961 and 1963-65; and (3) the community itself. The scope was limited to the unincorporated East Los Angeles area and to data either required for incorporation or necessary in evaluating existing agencies and services. The study was conducted from June through September 1970. Data collection was done by interviews with persons involved in the past attempts, the use of the 1960 United States Census, and the 1965 Special Census on the South and East Los Angeles area. Information given pertains to the Local Agency Formation Commission (LAFCO) in Los Angeles; the composition, powers and jurisdiction, and services of LAFCO; population; housing characteristics; land use; tax structure; tax and property value; education; governmental and political jurisdictions within the area; health needs; voter registration; and area barrios. (NQ)

ED 082 907 RC 007 381

Alvarez, Salvador
The Influence of Phonological Characteristics Upon Orthography in Mexican-American Second Graders.

Pub Date Aug 73

Note—216p.; Doctor's Dissertation, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bilingual Education, English (Second Language), Grade 2, *Language Skills, Mexican Americans, *Phonemics, *Spanish Speaking, *Spelling, Teaching Methods

Identifiers—Corpus Christi, San Antonio, Texas

This 1970-71 study compared the relationship of pronunciation to spelling, in English and Spanish, for Mexican American second graders in Corpus Christi and San Antonio, Texas. The investigator selected 78 children from 5 participating schools: 2 in San Antonio and 3 in Corpus Christi. The public schools from which the samples were drawn are located in educationally, economically, and culturally similar neighborhoods. A second aspect of the research compared the type of instruction, bilingual or monolingual, the former represented by the Corpus Christi sample, the latter by San Antonio. The Gloria and David Oral Bilingual Test—Spanish and English was used as the assessment instrument. Main conclusions of the study were that: the sample involving bilingual instruction did significantly better in English phonology; other factors besides sex, age, home language, number of siblings, and type of instruction may have influenced test results. It was recommended that bilingual instruction be used to teach children whose home language is Spanish. The appendices included such things as taped spelling tests in English and Spanish and Spanish and English test in phonemic notation. (KM)

ED 082 908

RC 007 382

Simondo, Sergio

Social Indicators for Policy Research and Democratic Action: A Paradigm and Some Examples. Report; 73-119.

New Brunswick NewStart, Inc., Richibucto.

Spons Agency—Department of Regional

Economic Expansion, Ottawa (Ontario).

Report No.—R-73-119

Pub Date Aug 73

Note—54p.; Paper prepared for the American Sociological Association and Rural Sociological Society joint meeting, New York, August 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, Decision Making, *Democratic Values, Economic Factors, Human Resources, *Models, *Policy Formation, *Rural Areas, *Social Factors, Theories

Identifiers—*Canada

The primary purpose of this paper is to present a possible means to establish a new social indicators intelligence system that embodies a relations testing capacity. Major ideas defined and described include social indicators, theory, model, policy research, and democratic action. A paradigm covers the movement from theory to model and action. Three examples are used to show the inference from model to reality. It was noted that a system for the construction, collection, and analysis of social indicators should not be isolated from other intellectual and political endeavors. It is argued that a single best utilization of social indicators research exists within the policy research and analysis domain that will respect the functioning of the democratic system. (PS)

ED 082 909

RC 007 383

Pinkerton, James R.

Determinants of Labor Force Participation of Low-Income Workers: Review of the Literature. Pub Date 25 Aug 73

Note—37p.; Paper presented at the Annual Meeting of the Rural Sociological Society, College Park, Maryland, August 25, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Factors, Educational Background, *Employment Opportunities, Health, Housing, *Labor Force, Literature Reviews, *Low Income Groups, Mexican Americans, *Minority Groups, Negroes, Racial Factors, *Rural Urban Differences, Social Status, Socioeconomic Influences

Advances that have been made in knowledge about a number of situational dimensions that affect the income and labor market activity of disadvantaged workers are indicated in this literature review. The need to learn more about the force that make it possible for some workers to break out of the cycle of poverty while others remain at the bottom is mentioned. Some of the major variables considered are rural vs. urban background, race-ethnicity, education, age, wife's educational level, wage rates and salaries, marriage, family size, other income, health problems, housing, type of industry, training, welfare, and illegal activity. The need for studies that will synthesize the hypotheses presented by looking at the strengths and patterns of empirical relationships, which form when all of the situational variables in the review are simultaneously analyzed, was indicated. (PS)

ED 082 910

RC 007 384

James, Overton

Twenty Sixth Annual Report of Indian Education in Oklahoma.

Oklahoma State Dept. of Education, Oklahoma City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 73

Note—67p.; Related document is ED069463 (1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, Dropouts, Educational Needs, *Enrollment Rate, *Federal Aid, Federal Programs, Lunch Programs, *Program Costs, School Services, State Programs, Tables (Data)

Identifiers—*Johnson O'Malley Act, Oklahoma

The 26th annual report (1973) of American Indian education programs in Oklahoma is presented. The Oklahoma education program is financed and operated under a contract between the U.S. Bureau of Indian Affairs, Department of

Interior, and the State Department of Education. The supervision of the program is carried out entirely by the State Department of Education as authorized by the Johnson O'Malley (JOM) Act of 1936. To qualify for JOM Special Program funds, a school must have on file in the Office of Indian Education an eligible Indian enrollment of a minimum of 10% of their total. The amount of JOM funds a local school district receives is based on the number of Indian students enrolled, financial needs of the school, and educational need of the participating Indian students. There were 130 schools participating in JOM Special Programs during the 1972-73 school year. There was a total Indian enrollment of 12,972, with an average daily attendance of 11,314; and an 88% attendance rate. Other discussions are (1) statistical reports—e.g., dropouts, financial statements, expenditures by Area Offices, and (2) 8 appendices—e.g., Indian pupil school contract. (FF)

ED 082 911

RC 007 385

Indian Education Program [Nevada] Annual Report, 1972-1973, to the United States Bureau of Indian Affairs.

Nevada State Dept. of Education, Carson City.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date Oct 73

Note—60p.; Related document is ED070551 (1971-72)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Annual Reports, Dropouts, *Educational Finance, Enrollment Rate, *Federal Aid, Federal Programs, Lunch Programs, *Program Descriptions, School Services, State Federal Aid, State Programs, Tables (Data)

Identifiers—*Johnson O'Malley Act, Nevada

The annual report (1972-73) of the Nevada Department of Education on the American Indian education program is concerned with the allocation of the Johnson O'Malley (JOM) Act funds, which enables the Bureau of Indian Affairs to contract with states and local school districts for the education of Indian children. At present, the JOM funds in the state are used exclusively to support school lunch and special programs. Four basic objectives, such as ensuring that the state allots to schools enrolling eligible Indian children all funds and aides to which state public schools are legally entitled, are presented. Also given are (1) annual financial report and special fund projects for each participating school district plus school district news; (2) JOM Indian enrollment; (3) dropout study; (4) state plan for distributing of JOM funds; (5) revised JOM guidelines; (6) procedure for termination of state apportionment for Nevada public schools; and (7) tables. (FF)

ED 082 912

RC 007 386

Vega, Jaime I., Ed. And Others

National Migrant Information Clearinghouse, Juarez-Lincoln Center, Annual Report, 1972-73.

National Migrant Information Clearinghouse, Austin, Tex. Juarez-Lincoln Center.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date 73

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Background, Federal Programs, *Information Dissemination, *Information Services, *Migrant Workers, Organization, *Program Descriptions

Identifiers—*Juarez Lincoln Center

The Juarez-Lincoln Center, National Migrant Information Clearinghouse, funded in 1972, aims to establish an information resource and data bank for migrant programs and to assist with and/or develop information resources for migrant programs. Its primary functions are to collect, analyze, compare, and disseminate information concerning migrant farm workers. During its first year of operation, the Clearinghouse accomplished all of its goals except one. These included establishing an office in Austin, Texas; a survey of Office of Economic Opportunities projects and administering offices to determine information; the collection of data and materials to meet these needs; the dissemination of data, materials, and findings on a request basis or as needed; the compilation of a report on research findings and its submission to OEO III-B; and requesting OEO Migrant Division Programs to require all grantees to make available copies of their proposals, re-

ports, and materials being developed or used by respective grantees. This annual report gives a chronolog of the Clearinghouse's achievement; excerpts from 4 field reports; future plans; staff background; an annotated bibliography of the Clearinghouse's publications; and a budget summary for the 1973 fiscal year. (NO)

ED 082 913

RC 007 387

Salinas, Esteban And Others

Mexican Americans—A Survey of Research by the Texas Agricultural Experiment Station, 1964-73.

Texas A and M Univ., College Station, Texas Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—TAES-PR-3194

Pub Date Jun 73

Note—8p.; Progress Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economics, *Mexican Americans, *Problems, Reports, Research Projects, *Research Reviews (Publications), *Social Change, *Status

Identifiers—*Texas

Over the last decade the Texas Agricultural Experiment Station (TAES) has stimulated and sponsored research related to the status, problems, and future prospects of Mexican Americans in Texas. This document lists the over 40 reports which were part of 6 TAES research projects. It also contains relevant TAES and Texas A&M research reports available for distribution. Ranging from 1964-1973, the document includes journal articles, papers, reports, and theses. (KM)

ED 082 914

RC 007 388

Rhodes, Robert, Comp.

Cultural Awareness for New Teachers to Hopi.

National Council of Bureau of Indian Affairs Educators.

Pub Date [73]

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *Attitudes, Community Characteristics, *Cultural Awareness, Religion, *Reservations (Indian), Social Differences, Social Environment, *Teacher Orientation, Values

Identifiers—*Hopi Indians

The paper contains some ideas to help new teachers coming to the Hopi Indian Reservation. There are certain cultural values and taboos which the Hopi people take for granted but which non-Indians do not have. This paper gives teachers an idea of some areas which have proved to be sensitive in the past. Listed are 6 areas, such as not using snakes in the classroom since they belong to snake clan and are used for religious ceremonies. Also listed are 8 superstitions which Hopis may or may not believe—e.g., ants can get under the skin and cause bad sores, so teachers might want to think twice about an ant farm. Seven general observations are also listed—e.g., pipes have religious significance and probably should not be made by children at school. This paper is meant to make teachers aware of the Hopi culture so that they may develop alternatives that offend as few as possible. Two professional organizations to consult for assistance are mentioned—the Hopi Education Association and the National Council of Bureau of Indian Affairs Educators. (FF)

ED 082 915

RC 007 389

National Indian Goals and Progress Act; Hearing Before the Subcommittee on Indian Affairs of the Committee on Interior and Insular Affairs, United States Senate, Ninety-Third Congress, First Session on S.1786.

Congress of the U.S., Washington, D.C. Senate Committee on Interior and Insular Affairs.

Pub Date 12 Jun 73

Note—82p.; Hard copy not available due to marginal legibility of original documents

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*American Indians, *Federal Legislation, *Federal Programs, *Government Role, *Legal Responsibility, Legislators, Political Issues, Program Administration, Programs, Reservations (Indian), Supervision

Identifiers—*National Indian Goals and Progress Act

The transcript is taken from the testimony of administration and private witnesses on S.1786,

the "National Indian Goals and Progress Act". The purpose of this act is to: (1) require an annual review of the effectiveness of all major Federal programs and services for American Indian people to determine whether fundamental human needs and requirements are being met and Federal responsibilities are being properly fulfilled; (2) establish specific annual programs and services and carefully monitor departmental and agency performance in achieving these goals and objectives; and (3) insure that the financial, human, and other resources are made available to achieve the goals and objectives of programs and services. Congress finds that Federal programs designed to benefit and assist Indian people have not been effective in attaining their stated goals. Congress further finds that there is a need for continuing oversight of programs and services administered by the Department of the Interior and the Department of Health, Education, and Welfare and that this oversight function is best conducted by requiring an annual authorization of appropriations. (FF)

ED 082 916 RC 007 390
Indian Self-Determination and Education Program. Hearings Before the Subcommittee on Indian Affairs of the Committee on Interior and Insular Affairs, United States Senate, Ninety Third Congress, First Session on S.1017 and Related Bills.

Congress of the U.S., Washington, D.C. Senate Committee on Interior and Insular Affairs.
 Pub Date 4 Jun 73

Note—290p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*American Indians, *Educational Programs, Federal Legislation, *Federal Programs, *Government Role, *Individual Power, Legal Responsibility, Legislators, Political Issues, Reservations (Indian), Treaties

The hearing considered testimony from public and private witnesses on S.1017, the American Indian Self-Determination and Education Reform Act of 1973, and other related legislation. Three of the measures to be considered are identical to proposals submitted by the administration to the 92nd Congress: S.1340, providing for the detail of civil service employees to tribal groups; S.1342, extending the Johnson O'Malley contracting authority and providing for the detail of Public Health Commissioned Officers to tribal groups; and S.1343, providing for Indian takeover of Federal programs. In general, the bills are to promote maximum Indian participation in their own government and education, to provide for full tribal participation in certain programs and services conducted by the Federal government for Indians, and to encourage the development of the human resources of the Indian people. (FF)

ED 082 917 RC 007 391

Lebeaux, Charles N. Salas, Gumecindo. Latino Life and Social Needs: A Detroit Survey for the Latin American Secretariat of the Archdiocese of Detroit.

Archdiocese of Detroit, Mich.; New Detroit, Inc., Mich.

Pub Date 73

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Demography, Employment, Health, Housing, Income, Language Ability, *Migrants, *Needs, *Spanish Speaking, *Vocational Adjustment, Youth Problems
 Identifiers—*Detroit, Michigan

During 1972, a study was conducted for the Latin American Secretariat, Archdiocese of Detroit on the social service needs of the Latino population in the Detroit area. The study included surveys of the (1) services available to Chicano migrant laborers, especially "dropouts from the migrant stream"; and (2) agencies providing (or not providing) services, rather than a study of the social conditions and needs of Latino people. Data were collected through a home interview survey, an agency survey, and the 1970 United States Census. The purpose of the home interview survey was to obtain information from Latino people on their knowledge of social service programs, their use of such programs, and their need for social services. Data were obtained from 177 households in the Detroit area. In the agency survey, the data pertained to the number of Latino clients, physical accessibility of service,

provisions for the Spanish speaking, extent of agency orientation to the community, and number and functions of Latino employees. Findings of the home survey are reported in the paper. Topics include demographic data, language abilities and problems, migrant stream dropouts, income status, problems of children and youth, employment and work adjustment, health and health care patterns, and views on housing. (NQ)

ED 082 918 RC 007 392

Potts, James Elliott

A Study of the Retention of Indian Children in Grade One in Nova Scotia Elementary Schools and the Influence of Language and Pre-School Orientation in 1971-1972.

Pub Date Oct 73

Note—151p.; Master's Thesis, Acadia University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement, *American Indians, Attendance, *Dropouts, *Elementary School Students, *Grade 1, *School Holding Power, School Role, Tables (Data)

Identifiers—*Micmacs, Nova Scotia

The study examined the records of all American Indian children who were in Grade I in 1971-72 in all elementary schools in Nova Scotia to determine the number of these children retained in Grade I. The method was a descriptive survey technique. The total population of Grade I students was 134. The most significant finding was that 96 children of the total 134 had been moved to Grade II in September 1972. It was found, moreover, that out of the total, 64 had never been retained at any level prior to being moved into Grade II. In reverse, it was found that 70 children had been retained for at least their second year. In analyzing the language background of the 64 children who were able to move into Grade II, it was found that 39 of the Grade I population came from homes where the commonly used language was Micmac. The repeat rate of native children is reduced when they have had pre-grade I orientation. Eight recommendations are presented—e.g., in all programs in the pre-Grade I area, as well as in other areas, that there be a maximum parental involvement. Other research which should be eventually undertaken is a continuation of the current study on a longitudinal basis. The basic raw data about each of the 134 children could be followed over the next 12 years on a year-to-year basis. (FF)

ED 082 919 RC 007 393

Rillo, Thomas J.

Exploring the Outdoor Classroom with a Hand Lens.

Pub Date 70

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Enrichment, *Learning Activities, *Natural Sciences, *Optics, *Outdoor Education, Physical Environment

Information about hand lenses and their use in the classroom and out-of-doors for curriculum enrichment is presented in this paper. Some basic attributes of the hand lens, including shape, focal length, and magnification power, are described. Directions for making holders for the lenses in the classroom are given. Two classroom activities and 14 activities which may be carried out on school grounds are suggested as representative of the many kinds of observations that can be made with a hand lens. It was noted that, to the classroom teacher, the world of the hand lens can open up unlimited opportunities for curriculum enrichment. (PS)

ED 082 920 RC 007 394

Rillo, Thomas J.

Exploring a Deserted Farm—An Outdoor Education Technique.

Pub Date 70

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Enrichment, Economic Factors, *Farm Visits, *Field Trips, Human Resources, *Learning Activities, Natural Resources, *Outdoor Education, Social Factors, *Teaching Techniques

The exploration of deserted farms as a teaching technique is described in this paper. A farm actually used by a class is described. The method used for exploring the farm consisted of dividing the class into small groups before the visit, allowing time for each group to prepare for a specific

assignment, and scheduling a meeting for all students to form general conclusions about the farm after the investigation. The special assignments included gathering information about the house site, the barn, garden and orchard, and roads and fences. The curriculum areas covered were art, language arts, science, arithmetic, and conservation. It was noted that the fundamental concepts developed in a deserted farm experience included an understanding of past misuse of farm land and other resources which are currently affecting modern day communities and that human resources rise or fall with the natural resources. (PS)

ED 082 921 RC 007 395

Rillo, Thomas J.

Teacher Techniques: Exploring Timber Cruising.

Pub Date 70

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Factors, *Forestry Occupations, Management, *Measurement Instruments, *Outdoor Education, *Teaching Techniques, *Trees

A timber cruise is an estimate of the timber in a stand to see what kinds of trees are growing, how many are marketable, and whether good forest management practices are followed. The objectives of timber cruising are to secure information to recommend good management practices to the land owner and to determine the commercial value of the trees. Timber cruising is a technique which can be used by classroom teachers in outdoor teaching. The class is divided into small teams and assigned to a specific segment of the stand. Two of the tools required, the Biltmore stick and the hypsometer, can be requested from the U. S. Forest Service. Other tools needed include a yardstick, a pacing course, a forester's chain, a diameter tape, a Merritt hypsometer, a volume table, and a tally sheet. Directions for using the Biltmore stick and the hypsometer are given in this paper. (PS)

ED 082 922 RC 007 396

Rillo, Thomas J.

Exploring Fencerows—An Outdoor Teaching Technique.

Pub Date 70

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Factors, *Field Trips, *Learning Activities, *Outdoor Education, *Plant Identification, Soil Science, *Teaching Techniques

The exploration of fencerows as an outdoor teaching technique is described. The concepts that can be developed as students walk down the fencerows are related to science, life styles, and economy. By dividing a class into small groups, a teacher can employ problem-solving techniques in fencerow exploration. The following group topics are possible approaches: animals, microclimate, soil, and fence scouting. It was noted that fencerow exploration is one of many outdoor activities which help to build understandings, identify and solve problems, form judgements, and intensify interest in and appreciation of the world in which we live. (PS)

ED 082 923 RC 007 397

Rillo, Thomas J.

Exploring Railroad Track Ecology as an Outdoor Teaching Technique.

Pub Date 70

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Enrichment, *Ecology, *Learning Activities, Measurement Instruments, Natural Resources, *Outdoor Education, *Teaching Techniques

Railroad right-of-ways can provide an outdoor classroom where many indigenous organisms and other natural resources can be directly experienced. A typical class can be divided into 3 or 4 segments, with each representing a study group assigned to a specific area of investigation. Suggested activities and questions are presented for the following: embankment, railroads, ties, rails, soil, micro-climate, speed, and distance. A checklist of a railroad track covered the major topics of man, mammals, birds, insects, and plants. It was noted that sciences, social studies, mathematics, language arts, art, and music can be easily enriched when concepts inherent in each discipline are extended to the railroad track outdoor laboratory. (PS)

ED 082 924 RC 007 398

Rillo, Thomas J.
Exploring Small Climates—An Outdoor Science Technique.

Pub Date 70

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Climatic Factors, *Curriculum Enrichment, Elementary Grades, Learning Activities, *Outdoor Education, *Science Activities, *Teaching Techniques, Temperature

The study of climates in small areas as an outdoor science teaching technique is described in this paper. It is suggested that, while teachers are presenting a weather unit to their elementary school classes, they should not overlook the opportunity to make learning more meaningful through outdoor teaching techniques. Explorations of temperatures in different places may indicate that factors affecting weather, such as temperature, humidity, sun radiation, wind and air movement, conductivity, shape of the land surface, and precipitation may vary as much for the little climates as they do for a general region. Various methods of observing the weather are suggested. A lesson plan for the study of small climates provides the following: objectives, concepts, vocabulary, materials, instructional procedure and activities, and evaluation. (PS)

ED 082 925 RC 007 399

Rillo, Thomas J.
The Need of Environmental Education for the Urbanite.

Pub Date 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ecology, *Elementary Grades, *Environmental Education, *Interdisciplinary Approach, Learning Experience, Needs, *Outdoor Education, *Urban Population

There is a growing need for environmental education, defined as the part of the total educational process which attempts to convey those values, concepts, and knowledges associated with the external environment, in urban areas. Since more people are moving to urban areas, these areas are becoming plagued with fast growing environmental problems. An enlightened citizenry with a framework of reference sufficient to motivate participation in action programs leading to the alleviation or modification of these environmental problems is needed. The development of this enlightened and informed citizenry can be accomplished by (1) educating the adult population through newspapers, radio, television, films, conferences, workshops, forums, legislative involvement, community planning boards, and local, state, and Federal involvement and support; and (2) educating the children and youth of the nation. It is recommended that an experimental program in environmental education which is related to a regular school curriculum be provided. It should be an integral part of every subject area at each grade level and spiral upward through the grades. This second approach is discussed in this paper. (NQ)

ED 082 926 RC 007 400

Rillo, Thomas J.
The Mobile Educational Trailer Unit in Outdoor Teaching.

Pub Date 70

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Centers of Interest, Educational Equipment, Educational Facilities, Field Trips, *Flexible Facilities, *Learning Experience, *Mobile Classrooms, *Mobile Laboratories, *Outdoor Education, Resource Materials, Teaching Conditions

The concept of achieving mobility for outdoor teaching using a small mobile educational unit and the techniques of facilitating the mobility of equipment and supplies are discussed in this article. A small trailer unit can be used to enrich the learning experiences of students. Since the mobile educational unit is adaptable, it can be used as a classroom-laboratory on wheels. A trailer unit has many other advantages, such as: (1) the equipment can be conveyed to each school, thus saving individual schools from having to spend their limited budgets; (2) the equipment is always available and not mislaid; (3) it is durable; (4) it can be constructed by school maintenance personnel or the industrial arts classes; (5) it can be utilized as a multi-purpose teaching station—i.e., a

center for nature slide talks at night or a rolling nature center of live wildlife specimens; and (6) it can be used as a traveling field station for extensive and diversified field trips. Also given is a list of equipment and library references for the mobile educational unit. (NQ)

ED 082 927 RC 007 401

Rillo, Thomas J.
Exploring the Insect World, An Outdoor Teaching Technique.

Pub Date 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Enrichment Activities, *Entomology, Integrated Activities, *Interdisciplinary Approach, *Outdoor Education, *Science Activities, *Teaching Techniques

Information about the insect world and its advantages for the elementary classroom teacher is given in this paper, along with activities which can teach students about insects. The insect world tends to be noticed by the average person only when the small creatures become pests or inhabit man's abode. However, young students have a sharp sense of curiosity and are usually fascinated with insect activity. The teacher should use these characteristics to her advantage since the insect world is readily accessible through much of the school year. The teacher can combine this study with other regular subjects. Among the various activities recommended are: making an observation data chart; taking a field trip to study the noise made by various insects and recording them; mapping their activities; studying the relationship between 2 or 3 kinds of a certain insect; mapping travel at night; making a checklist of habitats or niches; collecting insects; making plaster of paris fossil imprints of insects or their homes; and identifying insects found on a single plant. The activities given include both outdoor and classroom activities. (NQ)

ED 082 928 RC 007 402

Rillo, Thomas J.
Exploring Sound in the Outdoor Classroom.

Pub Date 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acoustical Environment, Ears, *Elementary School Science, *Energy, Learning Activities, Motion, Oral Communication, *Outdoor Education, *Teaching Techniques

The paper describes teaching the phenomena of sound in the outdoor classroom to enhance learning experiences. Methods for demonstrating sound travel and speed are explained. Activities cover listening to natural sounds, determining tone and volume, and constructing instruments from natural sources. The suggested lesson plan for exploring sounds out-of-doors includes objectives, concepts, vocabulary, materials, instructional procedures and activities, and evaluation questions. (KM)

ED 082 929 RC 007 403

Games Utilizing Native Materials. Expanded Edition.

Outdoor Education Association, Carbondale, Ill.

Pub Date [70]

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Camping, *Educational Games, Games, Motor Development, *Natural Resources, *Outdoor Education, Play, *Psychomotor Skills, Recreational Activities, Resource Materials, *Skill Development

Given in this paper are 27 games which can be used while camping outdoors. The games provide opportunities for recreation, muscular activity, and development of neuromuscular skills in handling game equipment and in running, jumping, leaping, dodging, and climbing. The games attempt to utilize such natural surroundings as sticks, stones, logs, feathers, tree branches, bark, reeds, clay, tin cans, strings and canvas. Making the equipment from these natural resources provides an opportunity for creative ability and a feeling of accomplishment. Some of the games can be played by an individual and others are for 2 or more. Information given for each game includes a listing and description of the equipment, a diagram of the playing area, and a description of the game. (NQ)

ED 082 930 RC 007 407

Kemery, Carmen
Testing the Cognitive Motor Ability of Indian Students, Using an I. T. P. A. Subtest.

Pub Date Aug 70

Note—27p.; Master's Project Paper, Northern State College, Aberdeen, South Dakota
Available from—Inter-library Loan, Northern State College, Aberdeen, South Dakota

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Cognitive Measurement, *Cognitive Tests, Grade 1, Grade 2, Grade 3, Grade 4, *Intelligence Tests, *Language Skills, Nonverbal Tests, Tables (Data), Verbal Tests, Visual Measures
Identifiers—*Illinois Test of Psycholinguistic Abilities

The purpose of this project was to administer the Motor Encoding Subtest of the Illinois Test of Psycholinguistic Abilities (IPTA) to a population of 50 American Indian students, and compare their scores with the established norms of the IPTA. Indian students with chronological ages 5-9 enrolled in the first 4 grades at the Fort Thompson Elementary Indian School were tested. The majority of the children failed to carry out the objective designed by the authors of the IPTA for the Motor Encoding Subtest. All of the students were able to demonstrate the functions of a toy hammer, a toy pitcher, a toy gun. It was only when they had to do the same with pictures that they had difficulty. Indian children are often bashful with strangers, and in a situation where they are asked to perform in front of a stranger, this bashfulness may be more pronounced. Three recommendations are presented—e.g., if the IPTA is going to be used as a tool to diagnose language disabilities, it is necessary to administer the whole test. One subtest can only provide minor information in this area. (FF)

ED 082 931 RC 007 408

Maurin, Ed
A Comparison of Technological Information Evidenced in Selected Indian and Non-Indian Children.

Pub Date 1 Jun 70

Note—58p.; Master's Project Paper, Northern State College, Aberdeen, South Dakota
Available from—Inter-library Loan, Northern State College, Aberdeen, South Dakota

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Rating, *American Indians, Anglo Americans, *Comparative Analysis, Educational Background, Grade 4, Grade 5, Grade 7, *Knowledge Level, *Scientific Concepts, Technology, Verbal Tests, Visual Measures

The study determined if there is a significant difference between the amount and quality of technological knowledge held by the American Indian students as opposed to non-Indians in the 4th, 5th, and 7th grades. Also, do these Indian students possess this technological information in a form which can be used, or is it in a state of unrelated abstractness? Two tests were designed to determine whether technological differences were a factor which influenced the Indian's downward trend in academic achievement, 1 a verbal test, and the other a picture association test. Each test had 7 subtests on basic concepts concerning technological knowledge. Selection of subjects for this study resulted in matching a total of 60 Indian and 60 non-Indian students in the following areas: (1) age, (2) IQ, (3) grade level, and (4) sex. There were no significant differences in the Indian and non-Indian students at the 4th, 5th, and 7th grade levels on all subtests except one. Another finding was that the 5th grade level had 3 subtests which were significantly different. They were home community, and job subtests. The remaining 4 showed no significant difference. The better scores were made by non-Indians. (FF)

ED 082 932 RC 007 409

Whirlwind Horse, Anthony
A Study to Determine the Needs for the Parent-Teacher Conference Program at Porcupine School on the Pine Ridge Indian Reservation.

Pub Date Aug 70

Note—42p.; Master's Project Paper, Northern State College, Aberdeen, South Dakota
Available from—Inter-library Loan, Northern State College, Aberdeen, South Dakota

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Elementary School Teachers, *Parent Teacher Conferences, *Parent Teacher Cooperation, Public Relations, *Reservations (Indian), *School Community Relationship

The purpose of this study was (1) to survey the use of parent-teacher conferences in selected elementary schools on the Pine Ridge Indian Reservation in South Dakota, and (2) to develop techniques for the teacher to follow so that the conferences will be successful. A telephone call was made to the principals requesting assistance in arranging personal interviews with teachers, parents, students, and the principal of each school. Teachers and students were selected for the interview according to availability. Parents were chosen by random sampling. Using a list provided by the school, every third parent was interviewed. The interviews were conducted on a 1 to 1 basis. Ways of improving the parent conference were through in-service training sessions for everyone involved. The elementary school principal has a major role in helping teachers to make parent-teacher conferences successful. The principal and the classroom teacher have to make a cooperative effort if parent-teacher conferences are to accomplish anything. (FF)

ED 082 933 RC 007 410

Nosotros, los Americanos-We the Americans. Bureau of the Census (DOC), Suitland, Md. Pub Date Jun 73

Note—15p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (GPO 0324-00043, \$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Census Figures, Cubans, *Demography, *Education, *Employment, Housing Patterns, Income, Latin American Culture, Mexican Americans, Population Growth, Puerto Ricans, *Spanish Speaking

Based on the 1970 Census, this booklet describes the Spanish speaking population in the U. S. Numbering 9.6 million, Spanish speaking residents are usually of Mexican, Puerto Rican, Cuban, Latin or South American descent. Short summaries are given for population growth and distribution, residence, education, family size, employment, and income. (KM)

ED 082 934 RC 007 411

Meyer, Charles
A Comparative Study of Indian and Non-Indian Ideas of Self-Concept and Morale.

Pub Date May 70

Note—48p.; Master's Project Paper, Northern State College, Aberdeen, South Dakota
Available from—Inter-Library Loan, Northern State College, Aberdeen, South Dakota

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Attitudes, Identification (Psychological), Individualism, *Morale, *Philosophy, Politics, *Self Concept, Social Discrimination, Social Values

Identifiers—*Dakotas

The study presented in this paper is devoted to the ideas of self concept and morale for a group of Dakota Indians as compared to non-Indians. The Ideological Survey was used to obtain data for 50 Dakotas in March 1970 through May 1970. The survey norms for the non-Indians were those established by Thorne and Pishkin. Survey items were broken into two divisions: ideas reflecting individualism and capitalism and ideas reflecting collectivism and socialism. The hypothesis that there were no significant differences in attitudes between the 2 groups was supported by information from the questionnaires. Therefore, it was suggested that the Indians' difficulties in adjusting to the overall American culture were caused by the dominant society's bias toward minority groups. The major recommendations were that everyone should try to judge a person by the type of individual he is, rather than by the color of his skin. (KM)

ED 082 935 RC 007 413

Brischetto, Robert Arciniega, Tomas
Inequalities in Educational Opportunity and the Chicano. A Study of School Systems in the Southwest. Final Report.

Texas Univ., El Paso.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-2-F-116

Pub Date Oct 73

Contract—OEC-6-72-0734(509)

Note—318p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Attitudes, *Civil Rights, Court Litigation, *Educational Opportunities, Language Handicaps, *Mexican Americans, Minority Groups, Resources, School Policy, School Superintendents, Services, *Social Discrimination

Identifiers—*Southwest

This research examined educational inequalities for Mexican Americans in the Southwest. A questionnaire survey was conducted in 1972 on a sample of 636 superintendents in the public school systems in Arizona, California, Colorado, New Mexico and Texas. The study was designed as a follow-up to a 1969 Civil Rights Commission survey of 538 superintendents in districts with at least 10 0/0 Mexican American enrollment and of 1,166 schools within these districts. A subsample of "Anglo" districts was added in the 1972 survey to estimate the extent of inequalities among districts of different ethnic enrollments. Quantity and quality of educational services were found to be highly related to the ethnic composition of district enrollment and to residents' income. Even after controlling state and district size, the relationships remained. Inequalities in educational resources and services based on ethnic composition of the district were also found among schools surveyed in 1969. Another dimension of the 1972 survey involved an analysis of superintendents' opinions on a variety of issues related to the central question of equality of educational opportunity. The findings have important implications for further litigation, legislation, and policy-making vis-a-vis the Mexican American student. (Author/KM)

SE

ED 082 936

SE 013 844

Vaidya, Narendra
The Impact Science Teaching.

Pub Date 71

Note—346p.

Available from—Oxford and IBH Publishing Company, Oxford Building, N-88 Connaught Circus, New Delhi-1

Document Not Available from EDRS.

Descriptors—Curriculum Design, Educational Development, International Education, *Learning Theories, Psychological Studies, *Resource Materials, *Science Education, *Science Education History, *Teaching Methods

Identifiers—India

A summary of the overall methodology in science education is presented in this book for the purpose of serving as a source book for teachers, scientists, and science educators in India. The book is divided into ten chapters. The first two chapters are concerned with revolution in science teaching abroad and science education history in India, especially the development of Indian tradition. The following chapters are related to science education objectives and their taxonomy; curriculum construction and development; learning processes and theories and psychological bases of Skinner, Wertheimer, Duncker, Piaget, and Bruner; methods of achieving behavioral objectives; lesson planning, illustrative units, and examples of lesson plans; science laboratory work; evaluation techniques; and important factors enabling promotion of students' changes in thinking and attitudes toward sciences. Efforts are made in this book to orient the Indian science education community toward experimenting and innovating and less toward perpetuating along the age old tracks. (CC)

ED 082 937

SE 013 854

Comte, R. F. And Others

The Introduction of Automated Chemistry at the Community High School Level.

Pub Date Apr 72

Note—7p.; Paper presented at the annual meeting of the National Science Teachers Association (20th, New York City, April 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chemical Analysis, Chemistry, *Course Content, *Course Descriptions, Curriculum Development, *Ecological Factors, Science Activities, Science Education, *Secondary School Science

Reported is the implementation of a science seminar program and an "8 + 2 Program" at

Masters School and Hackley School in Tarrytown, New York. Senior students in the seminar program were asked to conduct ecological studies of uninhabited islands in the U.S. Virgin Island chain and studies of the nutrition value of Central American grains. The supplementary "8 + 2 Program" consists of eight hours of instruction and laboratory work on analytical technologies and concepts, with emphases on the use of the Technicon Autoanalyzer system. Two hours of work in medical profiling and environmental sciences are also required in the "8 + 2 Program." A workbook, a programmed text, and two tests on the detection of kidney malfunction and diabetes, respectively, are used. Discussions are included concerning students' application of acquired autoanalysis skills in the "8 + 2 Program" to the science seminar. A training course for teachers' acquaintance with automated techniques is described. The level of student interest and involvement has remained high in such curriculum changes. (CC)

ED 082 938

SE 014 586

Training in Radiological Protection: Curricula and Programming.

International Atomic Energy Agency, Vienna (Austria).

Report No.—TR-S-31

Pub Date 64

Note—105p.

Available from—National Agency for International Publications, Inc., 317 East 34th Street, New York, New York 10016 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Course Descriptions, *Curriculum Guides, Equipment, *Health Education, International Organizations, *Radiation, Radiation Effects, Resource Materials, *Safety Education, Technical Reports

A summary of training programs relating to radiation health and safety is presented in this report. Training courses are primarily categorized into five types, respectively, for specialists, personnel whose work is closely related to radiation, radiation users, nuclear installation staff, and the general public. To meet the present world needs, emphases are placed on descriptions of training for the following groups: senior and junior health physics specialists, medical supervisors of radiation workers, medical officers using radiation and working in public health, technical supervisors, technological staff, administrative officers, persons working with radiation, and public service personnel. Curriculum topics are discussed in connection with the course offerings, practical exercises, facilities, and laboratory equipment. Information about program scope, planning, duration, organization, and implementation is also provided. Five basic areas are involved in general: mathematics, physics, chemistry, biology, and detection techniques. Included in the annexes are a review of offered training courses, a suggested course for junior health physicists, a list of necessary equipment, a bibliography, and examples of curricula and courses used in diverse countries. (CC)

ED 082 939

SE 014 825

Scientists Abroad: A Study of the International Movement of Persons in Science and Technology.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 71

Note—147p.

Available from—UNIPUB Inc., P. O. Box 433, New York, New York 10016 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Developed Nations, *Developing Nations, Engineering Education, Foreign Students, *International Education, *Manpower Utilization, *Professional Personnel, Science Education, Surveys

Identifiers—UNESCO

An assessment of the international movement of persons in the fields of science and technology is presented in this book issued by UNESCO in 1971 on the basis of questionnaire responses. The first questionnaire was sent with travel by scientists, engineers, and technicians; and the second dealt with foreign students in international organizations and non-governmental institutions. The book is divided into three sections. The first section presents a general summary of application of science and technology to national development, spectra of scientific and technological ac-

tivities, classes of skilled personnel, various types of movement, and outflow of talented persons in developing countries. The second section is related to survey content and responses, foreign students' major fields, criteria for selection of students studying abroad, and governmental comments on the movement. The third section deals with measures to encourage students' return, increase the benefits of movement, and minimize brain drain. Further research in the problems is recommended. Included in the appendices are the 1969 questionnaire to Member States and the 1970 questionnaire to organizations. (CC)

ED 082 940 SE 014 905

Mills, Edward D. Kaylor, Harry
The Design of Polytechnic Institute Buildings.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—96p.

Available from—UNIPUB Inc., P. O. Box 433,
New York, New York 10016 (\$6.50)

Document Not Available from EDRS.

Descriptors—*Building Design, *Facility Guidelines, Flexible Facilities, Institutional Facilities, Lighting, *Physical Environment, Resource Materials, *Space Utilization, *Technical Education

Identifiers—UNESCO

Guidelines for the choice of site, layout, and design of polytechnic institutes at the post-secondary level are presented in this UNESCO manual issued in 1972. The purpose is to provide information for use in the erection of functionally appropriate and economically viable buildings. The manual is composed of eight chapters, mostly relating to design principles and standards. The first chapter is concerned with educational programs and their influences on building design. The remaining chapters are related to polytechnic institute sites, basic design and accommodation considerations, details of space allocation, environmental requirements, building flexibility, natural and climatic conditions, material selection, equipment arrangement, and impact of design and management on building economics. Type plans or designs are provided in the manual for use as examples for study, but not specimens to copy. Included are layout plans and illustrations for explanation purposes. (CC)

ED 082 941 SE 015 359

Koos, Eugenia M.

A Report on Developmental Studies of a Series of Measures of Inquiry Skill in Biology, "Explorations in Biology".

Mid-Continent Regional Educational Lab., Inc.,
Kansas City, Mo.

Report No.—TR-4

Pub Date 72

Note—15p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Biology, Data, *Evaluation, *Inquiry Training, *Measurement, Science Education, *Secondary School Science, Tests

Identifiers—Mid-Continent Regional Educational Laboratory, Research Reports

This report is a continuation of the studies of Explorations in Biology (EIB) Topics 1-8, a series of tests of the inquiry skills of secondary school biology students developed by the Mid-Continent Regional Educational Laboratory (McREL). In the period covered, two topics were completed and administered (for the first time) to samples of the target population. Scoring systems were developed and applied for use in an item analysis. Selected topics were administered to samples of college freshmen as a means of learning if the EIB Topics were responded to similarly by students at this level and at the original target level, that of sophomores in high school biology classes. Data relating to EIB Topic 7 are tabulated and analyzed. Tables 3 and 4 provide comparative data for EIB Topics 1-8 with respect to means, standard deviations, ranges, chance scores, and median aptitude scores for high school and college biology students in the fall, mid-term, and spring of 1971-72. The appendices include the scoring procedure rationale for EIB, and the relationship of the EIB scoring system to inquiry objective attainment. (JR)

ED 082 942 SE 015 388

Physics in Perspective, Volume I.

National Academy of Sciences - National Research Council, Washington, D.C. Physics Survey Committee.

Pub Date 72

Note—1,065p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 (\$25.00)

Document Not Available from EDRS.

Descriptors—Financial Needs, Financial Support, International Programs, *Physics, *Policy Formation, *Reports, Resource Materials, *Science Education, *Surveys

Identifiers—National Academy of Sciences

As the second report on physics disciplines, a balanced picture of recent progress in relation to other scientific fields and human civilization is presented in this first volume prepared by the Physics Survey Committee. Fourteen chapters are included with the first one dealing with the origin, objectives, and organization of the Committee. The second chapter is concerned with recommendations made for federal agencies, physics education, manpower problems, and international communications. The remaining chapters are related to the nature of physics as a science and a part of Western culture; a summary of subfields and interfaces; questions of priority, program emphases, and levels of support in research; consequences of deteriorating supports; roles of physicists and physics in U.S. society; implications of international interactions for U.S. physics; evolution and career patterns of physicists in various institutions; historical origin of federal supports and their present operation; physics in education and education in physics; manpower supply and utilization; dissemination media of physics knowledge; and conclusions and findings for long-range planning. The whole report is devoted to the justification for the recommendations and conclusions arrived at. Included are a list of survey panel members and contributors and a sketch of survey topics. (CC)

ED 082 943 SE 015 426

Warkov, Seymour Marsh, John
The Education and Training of America's Scientists and Engineers: 1962.
Chicago Univ., Ill. National Opinion Research Center.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-288; R-104

Pub Date Oct 65

Note—186p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Class Size, Curriculum, *Educational Background, Engineering Education, *Engineers, *Manpower Development, Science Education, *Scientists, *Surveys, Technical Reports

As the second report on the postcensal survey, educational and training backgrounds of scientific and engineering manpower are analyzed on the basis of questionnaire responses from individuals covering 45 professional and technical occupations and college-graduate groups in the 1960 Decennial Census of Population. A total of 40 tables and 5 charts is presented with social and demographic characteristics analyzed. The report is concerned with the following topics: effects of age, sex, and social and occupational origins in determining educational attainment; relationships between attendance of parochial, private, and public elementary and high schools on subsequent education; dependence of school curricula and class sizes on education attainment; analyses of fields of study for higher degree and for each degree received; financial supports of undergraduate and graduate studies; evaluation of the most important support in terms of occupation group, age, sex, and educational status; contributions of channels of training to job qualifications, and the subject of supplementary training in nondegree programs. Included in the appendices are the questionnaire used; a discussion of the postcensal study-data collection, processing, and tabulating; and ten additional fields of specialized study tabulations for the 1962 sample group. (CC)

ED 082 944 SE 015 427

Characteristics of America's Engineers and Scientists: 1960 and 1962.

Bureau of the Census (DOC), Suitland, Md.

Report No.—TP-21

Pub Date Aug 69

Note—79p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.70)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Patterns, Engineering Education, *Engineers, *Manpower Utilization, *National Surveys, Occupational Surveys, Science Education, *Scientists, Technical Reports

Presented are national statistics on the 1960-62 employment conditions of America's scientific and engineering manpower in relation to economic and social characteristics. The eight-page questionnaire used in the 1962 postcensal survey is concerned with the collection of data from individuals classified as scientists and engineers in the 1960 Decennial Census of Population. A total of 37 tables is provided in this report to illustrate the following topics: stability of employment, occupation, work activities, and type of employer for employed engineers and scientists; career patterns, including work histories of employer and occupational turnover, and occupational origins; educational preparation, including formal and nonformal training and change in this preparation over time; and the personal, social, and professional characteristics of scientists and engineers, covering citizenship, marital status, residence, salaries, and income. Included in the appendices are an example questionnaire, a fields of specialization list, two descriptions of the postcensal studies program, two tables of universe estimates, and ten tables of standard errors of absolutes and percentages. (CC)

ED 082 945 SE 015 458

Laughton, W. H., Ed.
Aspects of Education, Number Twelve. A New Look at the Teaching of Physical Sciences.

Hull Univ. (England).

Pub Date Jul 71

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Chemistry, *Curriculum, *Educational Trends, Integrated Activities, International Education, Laboratory Experiments, *Physical Sciences, Physics, *Science Education, *Secondary School Science

Identifiers—*England

Presented is a compilation of eight articles relating to science teaching in England, primarily at the secondary school level. An editorial describes recent changes in sciences and science education, decreased student enrollment in science courses, and increasing emphases on scientific methods training. The articles are then presented in three categories: chemistry, physics, and physical science and education. The headings are: Chemistry for the Beginner: A Plea for Sound Chemical Education; The Sixth Form and Chemistry; Educational Theory and Nootic Practices in Physical Science Teaching; The New Laboratory—Its Apparatus and Servicing; SI (System International) and Its Possible Effects on the Teaching of Physics in Secondary Schools; Physical Science for Girls; "Can a Study of Science Educate?"; Science in a Comprehensive School; The Schools Council Integrated Science Project; and Technological Studies in School. Curriculum development is the major concern of the last three articles. The Nuffield scheme is the focus of discussion in most articles. Included is a directory of scientific equipment manufacturers, a bibliography on recent ideas about physical science teaching, and two examples of work sheets used in comprehensive schools. (CC)

ED 082 946 SE 015 497

Training Guide in Surface SAWRS Observations.
National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Weather Service.

Report No.—DOC-TP-5

Pub Date Apr 72

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aviation Technology, *Climatic Factors, Earth Science, Instructional Materials, *Meteorology, Post Secondary Education, Science Education, *Study Guides, Supplementary Textbooks, *Technical Education

As a replacement of the 1949 primary training manual for supplementary aeronautical weather reports, instructions are presented in this Training Paper No. 5 for the purpose of guiding learners through their study of the Weather Service Observing Handbook (WSOH) No. 4. The content is

divided into six chapters concerned with such topics as introduction to aviation weather observation, sky conditions, ceiling heights, sky cover, obscuring phenomena, visibility, atmospheric phenomena, temperatures and dewpoint, and wind. Each chapter includes a reading assignment corresponding to the WSOH No. 4 content, a detailed discussion section, and a set of review questions with answers. Emphases are placed on the use of trained encoding skills to take and record surface SAWRS observations. Included are a meteorological form 1-10C, illustrations for explanation purposes, ceiling designators for layers aloft, a sample visibility chart, and summaries of sky condition, visibility, temperature data, weather, and obstruction-to-vision entries. (CC)

ED 082 947 SE 015 711

Broomes, Desmond Rodwell

Psychological and Sociological Correlates of Mathematical Achievement and Ability Among Grade 9 Students.

Pub Date 71

Note—415p. Ph.D. Dissertation, University of Toronto (Canada)

Available from—National Library of Canada, 395 Wellington Street, Ottawa, Ontario K1A 0N4, Canada (Microfilm Copy - \$3.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Attitudes, Doctoral Theses, Factor Analysis, *Factor Structure, Grade 9, Intelligence, Mathematics Education, Personality, *Research, *Secondary School Mathematics, Sex Differences, Socioeconomic Status

Identifiers—Research Reports

This study investigated individual differences in mathematical performance among secondary school students, and differences between boys and girls and between students of high and low socioeconomic status. A sample of 335 ninth-grade students from two secondary schools was administered tests of personality, mathematics attitude, numerical ability, intelligence, and mathematics achievement which yielded 34 variables. A hierarchical factor analysis revealed 10 interpretable factors (one third-order, two second-order, and seven first-order) which were similar across both sexes and both socioeconomic levels. Significant differences favoring girls were found on four factors, and significant differences favoring boys were found on three factors. Significant differences favoring the high socioeconomic status group were found on four variables. (MM)

ED 082 948 SE 015 833

Munby, A. Hugh

The Provision Made for Selected Intellectual Consequences by Science Teaching: Derivation and Application of an Analytical Scheme.

Pub Date 73

Note—307p. Ph.D. Dissertation, University of Toronto

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Doctoral Theses, Educational Research, *Evaluation Criteria, *Instruction, *Intellectual Development, *Interaction Process Analysis, Philosophy, Science Education, *Sciences

Identifiers—Research Reports

A study on the intellectual consequences of science teaching in the classroom is reported in this dissertation to illustrate the importance of the views of science emerging in instruction and to produce an analytical scheme for detecting students' ability to judge knowledge claims rationally and independently of their teachers. Instrumentalism and realism were chosen as two labels of the views of science, and intellectual dependence and dependence were referred to as provisions made by instances of teaching. Features were logically derived from the two views and from the philosophical analysis of teaching and epistemology to serve as the items of the scheme. Revision was made to make each item correspond with classroom speech and to increase reliability. Empirical data were collected by analyzing 14 ninth- and tenth-grade lessons and interviewing teachers. Three independent judges were requested to determine the scheme reliability. The author concluded that the significance of investigating classroom discourse for the provision of the view of science and intellectual dependence and independence was ascertained in the theoretical component of this study. The analytical scheme could be used reliably for provision assessment. Further applications of the

scheme to research and teacher supervision were recommended. Included are the lessons used, interview transcripts, scheme items, and judgments. (CC)

ED 082 949 SE 015 910

Cooper, Clarence H.

Teaching Physics in Spanish to Latin American Students.

Texas Univ., El Paso.

Pub Date [73]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, College Entrance Examinations, *College Science, Educational Research, *Language Handicaps, *Physics, Science Education, *Spanish Speaking

Identifiers—Research Reports

A study on effects of learning physics in English and in Spanish on achievement differences was conducted with two groups of Latin American freshmen students enrolled at the University of Texas, respectively, in 1969 and 1970. The learning materials were categorized into units, and each group was divided into two subgroups. While one of the 1969 subgroups learned a unit in Spanish, the other subgroup learned the same unit in English. For the 1970 group, one subgroup learned all units in Spanish and the other, in Spanish and English, alternately. Comparisons were made among the achievement test scores of the four subgroups. For the 1970 group, the scores on an aptitude test in Spanish and an English ability test were also used for covariance analysis and served as predictors. Results obtained showed that the group taught partially in English did not demonstrate a significant improvement in general ability with English over the group taught entirely in Spanish. A great deal of exposure to English was possible for the Latin American student without significant risk to physics achievement grades. Total and verbal scores on entrance tests were good predictors of success in physics. (CC)

ED 082 950 SE 015 915

Hibbard, K. Michael

The Differential Effects of Concrete Props and Graphics in Instructional Material for First Grade Children of Varying Cognitive Structures.

Pub Date Mar 73

Note—8p. Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, Curriculum Development, Educational Research, *Elementary School Science, *Instruction, *Instructional Materials, *Manipulative Materials, Science Education

Identifiers—Research Reports

The study attempted to show that the first grade child's learning in a new area must involve overt concrete experiences from which new ideas will be derived. Forty-nine students, assigned to six groups, were instructed on three scientific concepts. The verbal instruction technique was similar to that suggested in SCIS. The application segment involved actual manipulation of props and simple drawings. All tests were of the interview type modeled after Piaget's revised clinical techniques. General conclusions drawn include that while the first grader's science instruction must not be limited to pictures and reading, instruction must not be exclusively involved with actual manipulations of objects either. Diagnostic placement of a child into an instructional sequence with an appropriate ratio of manipulations/representations can be based on that child's cognitive structure in that area. (EB)

ED 082 951 SE 015 963

Articulated Multimedia Physics, MBO List. Measurable Behavioral Objectives, Lessons 1 through 14.

New York Inst. of Tech., Old Westbury.

Pub Date [65]

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *College Science, *Computer Assisted Instruction, Educational Objectives, Instructional Materials, *Multimedia Instruction, *Physics, Remedial Instruction, Science Education

A list of measurable behavioral objectives (MBO) is presented in this booklet for use throughout the Articulated Multimedia Physics Course. The objectives are divided into terminal and enabling objectives. Computer analyses of student's achievement are given in the form of the MBO number. The objectives are grouped into 14 lessons: measurement and unit systems; significant figures and powers of ten; arithmetic of scientific notation; vectors; graphs and motion; uniformly accelerated motion of bodies starting from rest; combining forces; laws of motion; universal gravitation; circular motion; impulse and momentum; work, energy, and power; internal energy, heat, and temperature; and gases, gas laws, and absolute temperature. An introductory statement to students is also included. Related documents are SE 015 964 through SE 015 977. (CC)

ED 082 952 SE 015 964

Articulated Multimedia Physics, Lesson 1, Measurement and Unit Systems.

New York Inst. of Tech., Old Westbury.

Pub Date [65]

Note—119p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Instructional Materials, *Mechanics (Physics), *Multimedia Instruction, Physics, Science Education, *Study Guides, Supplementary Textbooks

As the first lesson of the Articulated Multimedia Physics Course, instructional materials are presented in this study guide with relation to measurement and unit systems. An introduction is given for the realm of mechanics. The subject content is provided in scrambled form, and the use of matrix transparencies is required for students to control their learning process. In addition, students are asked to use magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with a worksheet. Included are a problem assignment sheet, a study guide slip sheet, illustrations for explanation purposes, and a table of unit conversion factors. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 953 SE 015 965

Articulated Multimedia Physics, Lesson 2, Significant Figures and Powers of Ten.

New York Inst. of Tech., Old Westbury.

Pub Date [65]

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Instructional Materials, *Multimedia Instruction, *Physics, Science Education, *Study Guides, Supplementary Textbooks, Symbols (Mathematics)

As the second lesson of the Articulated Multimedia Physics Course, instructional materials are presented in this study guide with relation to significant figures and powers of ten. An introductory description is given for precise measurement and numbers in scientific notation. The subject content is provided in scrambled form, and the use of matrix transparencies is required for students to control their learning process. In addition, students are asked to use magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with a worksheet. Included are a problem assignment sheet, a study guide slip sheet, and illustrations for explanation purposes. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 954 SE 015 966

Articulated Multimedia Physics, Lesson 3, The Arithmetic of Scientific Notation.

New York Inst. of Tech., Old Westbury.

Pub Date [65]

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Instructional Materials, Mathematical Applications, *Multimedia Instruction, *Physics, Science Education, *Study Guides, Supplementary Textbooks

As the third lesson of the Articulated Multimedia Physics Course, instructional materials are presented in this study guide. An introductory description is given for scientific notation methods. The subject content is provided in scrambled form, and the use of matrix transparencies is required for students to control their

learning process. Students are asked to use a magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with a worksheet. Included are a problem assignment sheet and a study guide slip-sheet. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 955 SE 015 967
Articulated Multimedia Physics, Lesson 4, Vectors.

New York Inst. of Tech., Old Westbury.
Pub Date [65]
Note—150p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Instructional Materials, Mathematical Applications, *Mechanics (Physics), *Multimedia Instruction, Physics, Science Education, *Study Guides, Supplementary Textbooks

As the fourth lesson of the Articulated Multimedia Physics Course, instructional materials are presented in this study guide. The subject matter is concerned with displacements, speeds, scalars, vector sum, and vector analysis. The content is arranged in scrambled form, and the use of matrix transparencies is required for students to control their learning progression. Students are asked to use magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with a worksheet. Included are a problem assignment sheet, a study guide slip-sheet, and illustrations for explanation purposes. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 956 SE 015 968
Articulated Multimedia Physics, Lesson 5, Graphs of Motion.

New York Inst. of Tech., Old Westbury.
Pub Date [65]
Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Instructional Materials, Mathematical Applications, Motion, *Multimedia Instruction, *Physics, Science Education, *Study Guides, Supplementary Textbooks

As the fifth lesson of the Articulated Multimedia Physics Course, instructional materials are presented in this study guide. The subject matter is concerned with graphical presentations, mathematical expressions, and relationships between speed, position, and time. The content is arranged in the scrambled form, and the use of matrix transparencies is required for students to control their learning program. Students are asked to use magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with a worksheet. Included are a problem assignment sheet, a study guide slip-sheet, and illustrations for explanation purposes. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 957 SE 015 969
Articulated Multimedia Physics, Lesson 6, Uniformly Accelerated Motion of Bodies Starting From Rest.

New York Inst. of Tech., Old Westbury.
Pub Date [65]
Note—187p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Instructional Materials, Mathematical Applications, *Motion, *Multimedia Instruction, Physics, Science Education, *Study Guides, Supplementary Textbooks

As the sixth lesson of the Articulated Multimedia Physics Course, instructional materials are presented in this study guide with relation to the uniformly accelerated motion of bodies starting from rest. The objective is to teach students how a complete set of equations of motion is derived and how to use them. Free falling bodies near the Earth's surface are also discussed. The content is arranged in scrambled form, and the use of matrix transparencies is required for students to control their learning activities. Students are asked to use magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with the worksheet. Included are a problem assignment sheet and a study guide slip-sheet. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 958 SE 015 970
Articulated Multimedia Physics, Lesson 7, Combining Forces.

New York Inst. of Tech., Old Westbury.
Pub Date [65]

Note—175p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Force, *Instructional Materials, Mathematical Applications, *Multimedia Instruction, Physics, Science Education, *Study Guides, Supplementary Textbooks

As the seventh lesson of the Articulated Multimedia Physics Course, instructional materials are presented in this study guide with relation to the force combination. The topics are concerned with the definition and units of forces, sliding forces on inclined planes, and the equilibrant of two or more forces. The content is arranged in scrambled form, and the use of matrix transparencies is required for students to control their learning activities. Students are asked to use magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with the worksheet. Included are a homework problem set, a study guide slip-sheet, and illustrations for explanation purposes. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 959 SE 015 971
Articulated Multimedia Physics, Lesson 8, The Laws of Motion.

New York Inst. of Tech., Old Westbury.
Pub Date [65]
Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Instructional Materials, *Mechanics (Physics), *Multimedia Instruction, Physics, Science Education, *Study Guides, Supplementary Textbooks

As the eighth lesson of the Articulated Multimedia Physics Course, instructional materials are presented in this study guide with relation to the laws of motion. The topics are concerned with the relation between force, dynamic properties of objects, and Newton's laws. The content is arranged in scrambled form, and the use of matrix transparencies is required for students to control their learning activities. Students are asked to use magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with the worksheet. Included are a homework problem set and illustrations for explanation purposes. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 960 SE 015 972
Articulated Multimedia Physics, Lesson 9, Universal Gravitation.

New York Inst. of Tech., Old Westbury.
Pub Date [65]
Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Instructional Materials, *Mechanics (Physics), *Multimedia Instruction, Physics, Science Education, *Study Guides, Supplementary Textbooks

As the ninth lesson of the Articulated Multimedia Physics Course, instructional materials relating to universal gravitation are presented in this study guide. The subject is concerned with the quantitative meaning of the law of universal gravitation and its applications in astronomy. The content is arranged in scrambled form, and the use of matrix transparencies is required for students to control their learning activities. Students are asked to use magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with the worksheet. Included are a homework problem set, a study guide slip-sheet, and illustrations for explanation purposes. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 961 SE 015 973
Articulated Multimedia Physics, Lesson 10, Circular Motion.

New York Inst. of Tech., Old Westbury.
Pub Date [65]
Note—164p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Instructional Materials,

Mathematical Applications, *Mechanics (Physics), *Multimedia Instruction, Physics, Science Education, *Study Guides, Supplementary Textbooks

As the tenth lesson of the Articulated Multimedia Physics Course, instructional materials relating to circular motion are presented in this study guide. The topics are concerned with instantaneous velocity, centripetal force, centrifugal force, and satellite paths. The content is arranged in scrambled form, and the use of matrix transparencies is required for students to control learning activities. Students are asked to use magnetic tape playback, instructional tapes, and single concept forms at the appropriate place in conjunction with the worksheet. Included are a homework problem set and illustrations for explanation purposes. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 962 SE 015 974
Articulated Multimedia Physics, Lesson 11, Impulse and Momentum.

New York Inst. of Tech., Old Westbury.
Pub Date [65]
Note—165p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Instructional Materials, *Mechanics (Physics), *Multimedia Instruction, Physics, Science Education, *Study Guides, Supplementary Textbooks

As the eleventh lesson of the Articulated Multimedia Physics Course, instructional materials are presented in this study guide with relation to impulse and momentum. The topics are concerned with "quantity of motion," unit conversion, and related conservation laws. The content is arranged in scrambled form, and the use of matrix transparencies is required for students to control their learning activities. Students are asked to use magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with the worksheet. Included are a homework problem set and illustrations for explanation purposes. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 963 SE 015 975
Articulated Multimedia Physics, Lesson 12, Work, Energy, and Power.

New York Inst. of Tech., Old Westbury.
Pub Date [65]
Note—190p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Instructional Materials, *Mechanics (Physics), *Multimedia Instruction, Physics, Science Education, *Study Guides, Supplementary Textbooks

As the twelfth lesson of the Articulated Multimedia Physics Course, instructional materials are presented in this study guide with relation to work, energy, and power. The topics are concerned with kinetic and potential energy, energy transfer in free falling bodies, and conservation laws. The content is arranged in scrambled form, and the use of matrix transparencies is required for students to control their learning activities. Students are asked to use magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with the worksheet. Included are a homework problem set and illustrations for explanation purposes. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 964 SE 015 976
Articulated Multimedia Physics, Lesson 13, Internal Energy, Heat, and Temperature.

New York Inst. of Tech., Old Westbury.
Pub Date [65]
Note—153p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, Computer Assisted Instruction, *Heat, *Instructional Materials, Kinetic Molecular Theory, *Multimedia Instruction, Physics, Science Education, *Study Guides, Supplementary Textbooks

As the thirteenth lesson of the Articulated Multimedia Physics Course, instructional materials are presented in this study guide with relation to internal energy, heat, and temperature. The topics are concerned with collisions, thermometers, friction forces, degrees Centigrade and Fahrenheit, calories, Brownian motion, and state

changes. The content is arranged in scrambled form, and the use of matrix transparencies is required for students to control their learning activities. Students are asked to use a magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with the worksheet. Included are a homework problem set and illustrations for explanation purposes. Related documents are SE 015 963 through SE 015 977. (CC)

ED 082 965 SE 015 977

Articulated Multimedia Physics, Lesson 14, Gases, The Gas Laws, and Absolute Temperature.
New York Inst. of Tech., Old Westbury.
Pub Date [65]
Note—129p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Science, *Computer Assisted Instruction, *Instructional Materials, *Kinetic Molecular Theory, *Multimedia Instruction, *Physics, *Science Education, *Study Guides, *Supplementary Textbooks

As the fourteenth lesson of the Articulated Multimedia Physics Course, instructional materials are presented in this study guide with relation to gases, gas laws, and absolute temperature. The topics are concerned with the kinetic theory of gases, thermometric scales, Charles' law, ideal gases, Boyle's law, absolute zero, and gas pressures. The content is arranged in scrambled form, and the use of matrix transparencies is required for students to control their learning activities. Students are asked to use a magnetic tape playback, instructional tapes, and single concept films at the appropriate place in conjunction with the worksheet. Included are a homework problem set and illustrations for explanation purposes. Related documents are SE 015 963 through SE 015 976. (CC)

ED 082 966 SE 015 988

Dieter, Donn L.
Teacher Evaluation: A Strategy for Science Teachers.

Pub Date Nov 72
Note—20p.; Paper presented at the annual meeting of the North Carolina Science Teachers Association (4th, Asheville, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, *Evaluation Criteria, *Evaluation Methods, *Evaluation Techniques, *Occupations, *Science Teachers, *Teacher Attitudes, *Teacher Evaluation

Identifiers—Research Reports
Reported is a study on the process of teacher evaluation intended to establish evaluation procedures acceptable to science teachers. A questionnaire of 111 items was used to collect criteria. Each of the 220 judges involved in the 1970 Outstanding Biology Teacher Award program was asked to rate the items. The category with the majority of significant items concerned the relationships pertaining to the teacher-student-subject and -classroom utilization. The judges' occupations were analyzed into seven distinct groups. Results obtained indicated the presence of biases due to judges' occupational status. Recommendations were made on the teacher participation in the evaluation process, selection of judges through teachers' suggestions, and permission of teachers' expression of opposing ideas about judgments. Included is a table of differently rated factors. (CC)

ED 082 967 SE 016 028

Seymour, Lowell A. Bingham, Richard M.
Development of Views and Preferences - C.
Mid-Continent Regional Educational Lab., Inc., Kansas City, Mo.
Pub Date Mar 73

Note—24p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, *Discriminant Analysis, *Educational Research, *Evaluation, *Inquiry Training, *Measurement Instruments, *Science Education, *Secondary School Science, *Student Attitudes, *Test Construction

Identifiers—Research Reports
Reported is the development of a Views and Preferences (V & P) instrument for use in tenth grade biology courses to distinguish Inquiry Role Approach (IRA) from non-IRA instructional practices. The V & P instrument was highly re-

lated to the IRA materials developed in 1972. Student attitudes toward social interactions, cognitive operations, and teaching procedures in a class were considered in V & P measurements. For each behavior, two items were written, one for V and the other for P measurement. A total of 140 items was developed in forms A and B. The items and their categorizations were judged by 5 judges, and 700 IRA and 520 non-IRA students were used to complete an item discrimination test. The non-IRA group was students enrolled in BSCS biology using a standard text-laboratory approach. Fifty items were proved sensitive to IRA and non-IRA programs and used as items of form C. Most items indicated a difference at levels ranging from 0.001 to 0.2. The authors concluded that the V & P instrument form C was applicable to the determination of the degree of implementation of an IRA practice. (CC)

ED 082 968 SE 016 118

Seilheimer, Jack A. Lane, Ed.
Our World and Welcome to It: A Handbook for Environmental Education.

Pueblo Beautiful Association, Colo.; Pueblo Regional Planning Commission, Colo.
Pub Date [73]

Note—152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Environmental Education, *Instructional Materials, *Interdisciplinary Approach, *Learning Activities, *Natural Resources, *Non-graded System, *Outdoor Education, *Perception, *Teaching Guides

Prepared for use in outdoor and environmental studies, this manual provides a collection of activities which focus on awareness, represented as a process involving observation, interpretation, and application. Traditional subjects and processes are suggested for each component of the awareness continuum. However, because the activities are non-graded, teachers are encouraged to synthesize the ideas with the awareness continuum in a manner best suited to individual needs and interests. The activities, ranging from environmental collages, language arts in a sandbox, and weather forecasting to community structure analysis, forest management, and blind nature walks, can be used with pre-schoolers through adults. Materials needed, objectives, and procedures are outlined for each activity. In addition, the handbook discusses planning an outdoor education area, pre- and posttest ideas, guidelines for environmental action, community resources, and compiles data charts, diagrams, and bibliographic references. (BL)

ED 082 969 SE 016 119

Iceland, Carol Alden, John
Engineering and Technician Enrollments Fall 1972.

Engineers Joint Council, New York, N.Y. Engineering Manpower Commission.
Pub Date Mar 73

Note—136p.

Available from—Engineers Joint Council, 345 East 47th Street, New York, New York 10017 (\$25.00)

Document Not Available from EDRS.

Descriptors—*Annual Reports, *Engineering Education, *Higher Education, *Manpower Development, *Post Secondary Education, *School Surveys, *Student Enrollment, *Tables (Data), *Technical Education

As the sixth publication in the series issued by the Engineering Manpower Commission of Engineers Joint Council, the report on engineering and technology enrollments is presented for the purpose of illustrating the actual class standings as of Fall 1972. In engineering survey results, 68 tables are generated from responses submitted by 283 schools, and, for technology, 74 tables are provided to describe 574 technical schools. The tables are grouped into the following major categories: enrollments by school year and curriculum groups for all schools combined, enrollments by school year broken down according to accreditation or control status for all curricula combined, and enrollments by school year and institution for all curricula combined and for each major curriculum. Also included are historical summaries from 1967 to 1972 and statistics for women, foreign nations, and U.S. Negroes. (CC)

ED 082 970 SE 016 467

University Curricula in the Marine Sciences and Related Fields, Academic Years 1973-1974, 1974-1975.

Federal Council for Science and Technology, Washington, D.C. Interagency Committee on Marine Science and Engineering.

Spons Agency—National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.

Pub Date 73

Note—180p.

Available from—National Oceanic and Atmospheric Administration, Sea Grant Program Office, Rockville, Maryland 20852 (Free while the supply lasts)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Biological Sciences, *College Science, *Higher Education, *Marine Biology, *Natural Sciences, *Ocean Engineering, *Oceanology, *Program Descriptions, *Program Guides, *Science Education

The purpose of this document is to provide students and counselors with a guide to the academic institutions offering courses in the marine sciences. One hundred thirty-eight institutions offering at least 25 semester hours in the marine field are listed both alphabetically and geographically by States. The information relating to each institution is organized as follows: a description of the facilities available, including research laboratories and vessels; the degree programs in the marine field, usually with the entrance and course requirements specified; a list of the marine courses offered and the credit given, according to each school's system; a list of the faculty members involved with the degree programs; and the name of the person to contact for further information. (JR)

ED 082 971 SE 016 480

Kinnannon, Charles L. Schneider, Paula J.
Persons in Engineering, Scientific, and Technical Occupations: 1970 and 1972. Current Population Reports, Series P-23, No. 45.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Report No—Ser-P-23-45

Pub Date Jul 73

Note—132p.; Current Population Reports Special Studies

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$0.55)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Census Figures, *Engineering Technicians, *Engineers, *Manpower Utilization, *Occupational Surveys, *Scientific Manpower, *Scientists, *Statistical Data, *Technical Occupations

Identifiers—Research Reports

This is the first of a series of reports based on the 1972 Professional, Technical, and Scientific Manpower Survey, which was sponsored by the National Science Foundation and conducted by the Bureau of the Census. Included in this report are preliminary data highlighting selected information on employment status, age, sex, and education of persons identified in the 1970 Census of Population as working in engineering, scientific, and technical occupations in the United States. The occupation groupings included in the universe of this report are as follows: computer specialists, operations and systems researchers and analysts, engineers, mathematical specialists, life scientists, physical scientists, social scientists, and engineering and science technicians. More detailed statistics for these persons, covering such topics as fields of study, membership in professional societies, and other characteristics, cross-classified by age and highest degree held, will appear in a later report in the Technical Paper series. (Author/JR)

ED 082 972 SE 016 481

McElhattan, Glenn R.

Development of an Auto-Instructional Approach for the Individualization of Instruction in a College Physical Science Course for Prospective Elementary Teachers. Final Report.

Clarion State Coll., Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-C-012

Pub Date Jun 73

Grant—OEG-3-72-0016

Note—196p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Programs, *College Science, *Curriculum Development, *Educational Research, *Elementary School Teachers,

*Individualized Instruction, *Physical Sciences, Science Education, Teacher Education
Identifiers—Research Reports

The purpose of this study was to develop and evaluate an auto-instructional individualized physical science (chemistry) course appropriate for prospective elementary school teachers. Thirteen core and several optional lessons were developed using guidelines and standards proposed by the Commission on Science Education of the American Association for the Advancement of Science. Each lesson consisted of a lesson guide which included instructional objectives, readings, film loops, filmstrips, written exercises, investigations, self-contained readings, and guide sheets. Students worked alone or in small groups at their own pace. The course was pilot tested at Venango Campus, Clarion State College, Oil City, Pennsylvania, during the January-May 1972 semester. Revisions were made, and the course was evaluated during the September-December 1972 semester. Pertinent findings include: (1) a significant improvement between pretest and posttest scores on the Test on Understanding Science, and (2) a significant improvement between pretest and posttest scores on the Processes of Scientific Inquiry Inventory. All students in the course exceeded the minimum criterion score on the Science Content Test. A large majority of the students preferred the individualized approach. (Author/JR)

ED 082 973 SE 016 482
Project SKILL (Skill Development Through Individual Learning Levels) Final Report, 1969-1972.

Franklin Pierce School District, Tacoma, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Educational Research, *Elementary School Mathematics, Evaluation, *Individualized Programs, *Individualized Reading, Mathematics, *Program Descriptions, *Program Evaluation, Reading Programs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Research Reports

Project SKILL (Skill Development Through Individual Learning Levels) was developed and tested for three years at Midland School, Washington. This final report describes the context of the project, and provides a description of the scope of the project and an evaluation of its effectiveness. The goals of the project were to: (1) individualize instruction so that each student works in a program which is relevant to his needs with the attainment of appropriate achievement levels; (2) promote good student attitudes toward learning in subject areas where curriculum has been individualized; and (3) promote good teacher attitudes toward working with students in individualized programs. During the first two years of the project, a large resource center was developed for the individualization of instruction in mathematics for 240 students in grades three through six. In the third year (1971-72) reading was individualized for 360 students in grades one through six and a primary resource center was developed to support this program. A detailed evaluation of the project indicated, among other things, a significantly higher achievement in mathematics and an improvement of student attitudes toward school and mathematics, and supported the validity of using such an instructional approach in the elementary school setting. This work was prepared under an ESEA Title III contract. (JR)

ED 082 974 SE 016 583

Wisely, F. E. And Others
From Solid Waste to Energy.

Pub Date Aug 73

Note—14p.; Paper presented at the Conservation Education Association Conference (Murray State University, Kentucky, August 15, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Energy, Environment, Fuels, *Management Systems, Natural Resources, *Projects, *Recycling, Techniques, Technology, Utilities, Waste Disposal, *Wastes

A project designed to convert solid waste to energy is explained in this paper. In April, 1972, an investor-owned utility began to burn municipal

solid waste as fuel for the direct production of electric power. This unique venture was a cooperative effort between the City of St. Louis, Missouri, and the Union Electric Company, with financial support from the Environmental Protection Agency. It was and is intended to demonstrate the benefits which could accrue to a metropolitan area by utilizing this technique for solid waste management and the recovery of resources. Conceived under the premises that if residential solid waste were properly prepared, and if it were to replace only a small percentage of the fuel fired to coal-fired boilers, the effects would be little, if any, different than if the fuel were entirely coal. The potential benefits include an environmentally acceptable means of solid waste disposal, conservation of irreplaceable natural resources, more effective control of land use, and economic advantages to both the utility and the public. The scope, processes, and outcomes of the project are all detailed accompanied by diagrams, charts, and statistics. (BL)

ED 082 975 SE 016 586

Farness, Sanford S.

The Expanding Concept of Environment.

Pub Date Nov 66

Note—20p.; Paper presented at the Midwest Conservation Education Conference (Northern Illinois University, Lorado Taft Field Campus, November 11, 1966)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, *Design Needs, *Development, Ecology, *Environment, Fundamental Concepts, *Humanization, *Regional Planning, Resources, Speeches

The need to focus on a unified environment as the social space framework of human action, brought about by the merging state of rural and urban areas, introduces this paper. A brief interpretation of our current environmental problems is presented followed by a description of some historic choices in cultural values and modes of knowledge which have played major roles in shaping human action in our environment and our resultant problems. Lastly, suggestions are given for how our concepts of environment and man and our research, teaching, and planning must be deepened and amplified in order to meet the needs of the future. (BL)

ED 082 976 SE 016 587

Neufeld, Gaylen

Pesticides and the Environment.

Kansas State Teachers Coll., Emporia.

Pub Date Apr 73

Note—16p.

Journal Cit—Kansas School Naturalist; v19 n4 Apr 73

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ecology, *Environmental Influences, Insecticides, *Instructional Materials, *Pesticides, Pollution, *Socioeconomic Influences, State of the Art Reviews

Consideration of the dangers of pesticides to the world ecosystem as well as the economic necessity which an affluent society has created are the two sides of the pesticide problem discussed in this issue. An attempt is made to clarify the issue, to recognize the ways that pesticides exert their effects, and to relate what measures can be taken to provide a safe environment for future generations. Specific topics study the history of pesticide development and use, economic values (benefits to man), chemicals for pest control categorized as to origin or chemical structure, presence of pesticides in the environment, physiological and biochemical effects, new approaches to pest control, the future of pesticides, and suggestions for the home gardener. Several diagrams, charts, and tables help to clarify the information. A product list and references are also given. (BL)

ED 082 977 SE 016 633

Jadan, Doris Galiber, Rosemary

The Environmental Studies Program of the Virgin Islands Department of Education.

Virgin Islands Government Dept. of Education, Charlotte Amalie.

Pub Date Mar 73

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ecology, *Elementary Grades, *Environmental Education, Instructional Materials, Lesson Plans, Natural Resources, *Resource Units, *Teaching Guides

Identifiers—Environmental Study Areas (National), ESA

A variety of lesson notes and materials prepared for use in the Environmental Studies Program of the Virgin Islands Department of Education are assembled in this handbook. The overall objective of the program is direct exposure of young Virgin Islanders to a unique cultural and natural heritage in order to increase awareness of and sensitivity to the changes that threaten the total Virgin Islands environment. Designed for elementary classes, grades three through six, and special education classes on St. Thomas-St. John and St. Croix, the materials detail information and ideas applicable to activities conducted in (National) Environmental Study Areas (ESA) on the islands. Information includes a description of the program; handbook for parents; review of Virgin Islands ecology and economy; teacher checklist for ESA visits; selected lesson plans, particularly for the Mangrove Lagoon; English-Creole word comparisons; "The Adventures of Ivan Enviroman," a fictitious, young character concerned with his environment; post-site lesson notes for specific ESAs; ideas for geology in the language arts curriculum; description of a cooperative community project on growing fruit trees; history of St. John; list of resource materials available; and a program evaluation sheet for teachers. (BL)

ED 082 978 SE 016 651

Nurnberger, Robert G.

An Air Pollution Resource Manual for Junior High School and High School Teachers.

State Univ. of New York, Albany, Research Foundation.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Aug 71

Note—360p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Air Pollution Control, *Environmental Education, Humanities, Instructional Materials, Lesson Plans, Manuals, Resource Units, Sciences, *Secondary Grades, Social Sciences, *Teaching Guides

This manual was conceived and developed by a team of teachers and subject matter experts from diverse areas and planned as a resource for teachers at the middle school and high school levels who are concerned with air pollution. Not intended as a syllabus or student text, it offers information and sample exercises which may be incorporated into a variety of subject areas together with data, charts, and illustrations which may be useful in classroom situations. The manual is essentially in four sections: (1) basic background in the scientific and societal origins of the problem of air pollution (scientific-composition and structure of the atmosphere, thermal energy and its effects, physical processes, local topographic effects, effects of cities, and interacting atmospheric subsystems; societal-historical perspectives, system of relations among individuals, long-range consequences, change and adaptation, and impetus for solutions); (2) treatment of the nature and scope of man's activities which contribute to air pollution, including primary industries, process industries, transportation, service industries, governmental activities, community activities, and recreational activities; (3) sample exercises in the sciences, social sciences, and humanities; and (4) bibliography. Each section is treated comprehensively. (BL)

ED 082 979 SE 016 698

Hollingsworth, David K. Cohen, Michael R.

High School Students and Their Concepts of the

Environment: Two Mutually Exclusive Sets.

National Science Foundation, Washington, D.C.

Pub Date Nov 72

Note—44p.; Paper presented at the National Symposium on Methods of Learning Environmental Science (Chicago, Illinois, November 4, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Behavioral Science Research, *Environment, *High School Students, Information Sources, Interaction Process Analysis, *Knowledge Level, Mass Media, School Role

Identifiers—Research Reports

Seeking to understand where students are at in reference to their preconceived attitudes and knowledge concerning environmental issues was the purpose for undertaking this research study.

An analysis of environmental information sources, both the schools and the media, appeared necessary. Only in this manner can environmental education programs be designed or relevant curriculums planned which can help students understand the information about, and comprehend the range and complexity of, the environment. The project developed an instrument to determine: high school students concepts and definitions of physical, biological, cultural, social, and technological environment; environmental parameters and priorities; environmental value judgments; and personal actions to initiate change. Instrument questions covered wide areas of environmental information and were approached from three directions—cognitive, affective, and connotative. Analysis clearly indicated areas of strength, weakness, and misconceptions in the information high school students gain from their school and the media. There also appears to be a relation between the information a student has and his willingness to express an opinion. It is believed future research needs to consider not only the source and intensity of environmental information, but the processing ability of students as well. The questionnaire is appended. (BL)

ED 082 980 SE 016 699

Blaylock, James E. Jones, Lonnie L.
Economic and Ecological Input-Output Model.
Texas A and M Univ., College Station, Texas
Agricultural Experiment Station.

Pub Date 73

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Economics, *Employment, Environment, Income, *Input Output, *Models, Regional Planning
Identifiers—FORTRAN IV

This documentation presents an input-output model which has been modified to include the environmental impact of economic operation. In lieu of market prices for the environmental factors, trade-offs with regional income and employment are estimated for use in regional planning. The program is written in FORTRAN IV with single precision for the IBM 360/65 system. The example data has been set-up to contain five endogenous sectors and three exogenous sectors (including households). The data are then compressed to three endogenous sections. (Author/BL)

ED 082 981 SE 016 768

New Trends in Mathematics Teaching, Volume III.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—145p.

Available from—UNIPUB Inc., P. O. Box 433, New York, New York 10016 (\$3.50)

Document Not Available from EDRS.

Descriptors—Algebra, *Curriculum, Educational Trends, *Elementary School Mathematics, Evaluation, Geometry, *Instruction, Logic, Mathematical Applications, Mathematics Education, Probability Theory, Research, *Secondary School Mathematics

Each of the ten chapters in this volume is intended to present an objective analysis of the trends of some important subtopic in mathematics education and each includes a bibliography for fuller study. The chapters cover primary school mathematics, algebra, geometry, probability and statistics, analysis, logic, applications of mathematics, methods and media used in teaching mathematics, evaluation, and research in mathematics education. An epilogue summarizes 13 trends and issues in mathematics education that the authors see emerging in the immediate future. (DT)

ED 082 982 SE 016 776

MacLagan, Robert
Environmental Issues: A Courtroom Simulation.
Bureau of Land Management (Dept. of Interior), Washington, D.C.

Pub Date 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Court Litigation, Decision Making, *Environment, Instructional Materials, Learning Activities, *Local Issues, Resource Units, Role Playing, *Simulation, Social Studies, *Teaching Guides

A variety of methods can be used to resolve environmental controversies, such as passing new laws, enforcing existing laws, conducting public education programs, and creating new governmental management agencies. In many instances the courts become the site for environmental decision-making. The purpose of this activity is to help acquaint students with laws, lawsuits, and courtroom activity and their relationship to the solution of environmental questions. The students need to understand that the activity is a simulation—an abstraction of a real-world event. The procedures are basically the same as an actual court case but time periods, expertise required, formalities, etc., have been modified. The simulation is described in terms of a two-week period although the teacher may adjust the timing to suit classroom needs. General directions for the simulation, which concerns itself with a local resource controversy and its solution, are given together with specific directions for the various groups: advocate (plaintiffs and defendants), jury, community interest, media, and legal alternatives. The research and activities culminate with a simulated trial. Appended material includes fact sheets, sections from public laws, and suggested defenses. (BL)

ED 082 983 SE 016 780

Amendments to the Environmental Education Act of 1970. Hearings before the Select Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, First Session on H.R.3927.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 73

Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Committees, *Environmental Education, *Federal Legislation, Financial Support, *Reports

Identifiers—*Environmental Education Act of 1970

Presented in this bulletin is the text of the hearings before the Select Subcommittee on Education of the Committee on Education and Labor concerning a bill to extend the Environmental Education Act of 1970 for three years (HR 3927). The hearings were held April 17, May 15 and 17, 1973, to provide an opportunity for individuals from the public, educational community, and environmental groups as well as officials of the administration to express their views on the bill. Chairman John Brademas prefaced initial statements by pointing out that the current administration requested no funds for the implementation of the Act in 1971; delayed establishing the Advisory Council, mandated by law, for a full 12 months after the measure was enacted; and delayed, also for a full year, establishing the Office of Environmental Education required by the Act. Also, that the administration has tried to hamstring the Office of Environmental Education in the Office of Education with redtape and a variety of bureaucratic strategies and has provided no money for the Office of Environmental Education in the proposed 1974 budget, virtually killing the modest program. Statements made at the hearings and additional prepared statements, letters, and supplemental material submitted for the record are presented. (BL)

ED 082 984 SE 016 781

Environmental Education in Alabama. A Comprehensive Approach.

Alabama State Dept. of Education, Montgomery.

Pub Date 73

Note—47p.; Bulletin No. 17

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Citizenship Responsibility, Community Involvement, Educational Programs, *Environmental Education, Master Plans, Projects, *School Role, *Statewide Planning

Identifiers—*Alabama

The belief that each citizen should have some understanding of the natural world with its complex balances and should accept responsibility for man's influence upon the world serve as the premise for this report. Suggestions offered for comprehensive planning and a statewide approach to environmental education are made on the basis that Alabama has no coordinated program for environmental education either for students or adults, no statewide curriculum has been

developed, nor has a comprehensive adult program been formulated. Consequently, the Alabama Environmental Education Advisory Council has prepared this bulletin emphasizing environmental education in schools and environmental awareness on the part of the public. Topics considered are (1) The Status of Environmental Education, (2) Goals and Objectives of Environmental Education, (3) Environmental Education Curriculum Development, (4) Outdoor Learning Centers: Simple and Complex, (5) Environmental Education Centers, (6) The Role of Higher Education in Environmental Education, (7) Public Awareness, and (8) Resources Available. To provide stimulus for planning, individual projects already underway are briefly noted in the appendix. (BL)

ED 082 985 SE 016 782

A Guidebook for Family Planning Education.

Westinghouse Population Center, Columbia, Md. Health Systems Div.

Pub Date Jun 73

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Methods, *Educational Planning, Evaluation, *Family Planning, Information Sources, *Manuals, *Media Selection, *Program Planning

The purpose of this manual is to provide practical help in designing and improving educational components of family planning programs. It discusses methods and techniques which may be used to assist couples in developing positive attitudes and behavior with regard to family planning—activities which influence how they act, how they feel, and what they know about the subject. It is written for the educational specialist or person responsible for the educational services of a family planning program. The manual is intended only as a general framework for planning. It is, however, specific enough to provide direction in charting an educational plan and in taking some beginning steps toward its implementation. Chapters are titled: Educational Relationships and Distinctions, Planning, Selection of Methods and Materials, Utilization of Methods and Materials, and Selected Sources for Family Planning Information. References following each chapter are provided for in-depth pursuit of particular topics. (BL)

ED 082 986 SE 016 788

Fluchel, Robert W. Gregory, Charles A.
Summary of the American Camping Association Camp Ecological Training Project, 1972.

Pub Date 8 Sep 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Camping, *Conservation Education, Environmental Education, *Evaluation, Natural Resources, Outdoor Education, *Program Development, Reports, *Resident Camp Programs, *Staff Improvement

Identifiers—Camp Ecological Training Project

Briefly summarized is the American Camping Association's Camp Ecological Training Project, its goals, accomplishments, problems, and future potential as seen by the first two Itinerant Ecologists who participated in the project. Creation of an ecological awareness and conservation consciousness were the major goals of the project. To accomplish these, the Itinerant Ecologists visited 29 selected camps to help develop their ecology nature programs and assist in educating the staff. A few of the activities conducted, training methods or techniques utilized, and suggestions offered for further program and staff development are mentioned together with an evaluation of Director response to the program and counselor interest. Additional comments are made regarding scheduling and communication, financial aspects, vehicles, equipment, and future programming. (BL)

ED 082 987 SE 016 797

Ross, Doris M.
1972 Legislation and Achievements: Curriculum and Instruction. Emphasis: Drug Education.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date Aug 73

Note—53p.; Research Brief No. 12

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Curriculum, *Drug Education, *Instruction, Intellectual Disciplines, Reports, State Action, *State Legislation, State of the Art Reviews

As the eighth and last in a series of short reports on 1972 legislation and achievements in specific subject areas in education, this research brief is devoted to curriculum and instruction. To obtain data, questionnaires asking for information on legislation and achievements in education were sent to all state departments of education, legislative service agencies, state school boards associations, and state offices of the National Education Association and the American Federation of Teachers. This report is in no way exhaustive or comparative of individual state activities involving curriculum and instruction; it merely presents a picture of the state scenes as reported by those organizations queried and as seen by a review of newsletters, bulletins, special reports, and legislative summaries. Drug Education is the topic emphasized in this issue, but other categories include bilingual education, consumer education, criminology, driver education, English, environmental education, free enterprise system, guidance and counseling, health education, libraries, medicine, minorities, nonspecific items, reading, social studies, instructional innovation, and textbooks and materials. Under each category, individual entries indicate the state name, bill number and/or statute citation, status of legislation in May 1973, and a description of the item or legislation. A composite diagram of the survey instrument format is appended. (BL)

ED 082 988 SE 016 798

Mosteller, Frederick And Others
Statistics by Example, Detecting Patterns.
American Statistical Association, Washington, D.C.; National Council of Teachers of Mathematics, Inc., Washington, D.C.
Pub Date 73
Note—166p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 01867
Document Not Available from EDRS.

Descriptors—*Curriculum, Instruction, *Instructional Materials, Mathematical Applications, Mathematics Education, *Probability Theory, *Secondary School Mathematics, *Statistics, Textbooks

This booklet is part of a series of four pamphlets, each intended to stand alone, which provide problems in probability and statistics at the secondary school level. Twelve different real-life examples (written by professional statisticians and experienced teachers) have been collected in this booklet to illustrate the ideas of mean, variation, and standard deviation of sets of data; certain probability distributions such as the normal, the binomial, and the hypergeometric; the central limit theorem; hypothesis testing, particularly the chi-square test; contingency tables; transforming data for linearity; and the method of least squares for fitting curves to data. The booklet was designed for students having a background of intermediate algebra and elementary probability. For other booklets and teachers' guides in this series, see SE 016 799 through SE 016 805. (DT)

ED 082 989 SE 016 799

Zelinka, Martha Weisberg, Sanford
Statistics by Example, Detecting Patterns, Teachers' Commentary and Solutions Manual.
American Statistical Association, Washington, D.C.; National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 73

Note—56p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 01867
Document Not Available from EDRS.

Descriptors—Curriculum, *Instruction, Instructional Materials, Mathematical Applications, Mathematics Education, *Probability Theory, *Secondary School Mathematics, *Statistics, *Teaching Guides

Part I of the teachers' guide for "Detecting Patterns" gives a brief description of the mathematical skills needed for the unit, lists the substantive areas touched on by the problems in the pamphlet, suggests classroom uses for the booklet, and gives background information on the individual chapters of the unit. Part II provides complete solutions for the exercises of the problem sets. For other booklets and teachers' guides in this series, see SE 016 798 through SE 016 805. (DT)

ED 082 990 SE 016 800

Mosteller, Frederick And Others
Statistics by Example, Exploring Data.
American Statistical Association, Washington, D.C.; National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 73

Note—125p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 01867
Document Not Available from EDRS.

Descriptors—*Curriculum, Graphs, Instruction, *Instructional Materials, Mathematical Applications, Mathematics Education, *Probability Theory, *Secondary School Mathematics, *Statistics, Textbooks

Part of a series of four pamphlets providing real-life problems in probability and statistics for the secondary school level, this booklet shows how to organize data in tables and graphs in order to get and to exhibit messages. Elementary probability concepts are also introduced. Fourteen different problem situations arising from biology, business, social sciences, and sports are included. This booklet was designed for students having a background knowledge of arithmetic, rates, and percentages. For other booklets and teachers' guides in this series, see SE 016 798 through SE 016 805. (DT)

ED 082 991 SE 016 801

Zelinka, Martha Sutherland, Michael
Statistics by Example, Exploring Data, Teachers' Commentary and Solutions Manual.
American Statistical Association, Washington, D.C.; National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 73

Note—79p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 01867
Document Not Available from EDRS.

Descriptors—Curriculum, *Instruction, Instructional Materials, Mathematical Applications, Mathematics Education, *Probability Theory, *Secondary School Mathematics, *Statistics, *Teaching Guides

Part I of the teachers' commentary for "Exploring Data" includes a brief description of demands on the reader in terms of reading vocabulary and mathematical skills and comprehension, lists the substantive areas covered by the examples, suggests ways in which the pamphlet might be used in the classroom, and discusses background information for the individual chapters of the pamphlet. Part II provides complete solutions for the exercises of each chapter. For other booklets and teachers' guides in this series, see SE 016 798 through SE 016 805. (DT)

ED 082 992 SE 016 802

Mosteller, Frederick And Others
Statistics by Example, Finding Models.
American Statistical Association, Washington, D.C.; National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 73

Note—146p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 01867
Document Not Available from EDRS.

Descriptors—*Curriculum, Instruction, *Instructional Materials, Mathematical Applications, *Mathematical Models, Mathematics Education, Probability Theory, *Secondary School Mathematics, *Statistics, Textbooks

This booklet, part of a series of four which provide problems in probability and statistics for the secondary school level, is aimed at aiding the student in developing models as structure for data and in learning how to change models to fit real-life problems. Twelve different problem situations arising from biology, business, English, physical sciences, social sciences, and mathematics are included. The booklet was designed for students with a background in elementary probability and intermediate algebra. For other booklets and teachers' guides in this series, see SE 016 798 through SE 016 805. (DT)

ED 082 993 SE 016 803

Zelinka, Martha Sutherland, Michael
Statistics by Example, Finding Models, Teachers' Commentary and Solutions Manual.
American Statistical Association, Washington, D.C.; National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 73

Note—48p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 01867
Document Not Available from EDRS.

Descriptors—Curriculum, *Instruction, Instructional Materials, Mathematical Applications, *Mathematical Models, Mathematics Education, Probability Theory, *Secondary School Mathematics, *Statistics, *Teaching Guides

The first part of the teachers' guide for "Finding Models" briefly describes the mathematical background necessary for the student, lists the substantive areas touched on by the problems in the pamphlet, suggests classroom uses for the booklet, and gives background information for the individual chapters. The second part provides complete solutions for exercises in each chapter. For other pamphlets and teachers' guides in this series, see SE 016 798 through SE 016 805. (DT)

ED 082 994 SE 016 804

Mosteller, Frederick And Others
Statistics by Example, Weighing Chances.
American Statistical Association, Washington, D.C.; National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 73

Note—145p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 01867
Document Not Available from EDRS.

Descriptors—*Curriculum, Instruction, *Instructional Materials, Mathematical Applications, Mathematics Education, *Probability Theory, *Secondary School Mathematics, *Statistics, Textbooks

Part of a series of four pamphlets providing problems in probability and statistics taken from real-life situations, this booklet develops probability methods through random numbers, simulations, and simple probability models, and presents the idea of scatter and residuals for analyzing complex data. The pamphlet was designed for a student having a background in notions of probability and in elementary algebra. Fourteen different problem situations arising from the areas of biology, business, English, social sciences, physical sciences, sports, and mathematics are included. For other booklets and teachers' guides in this series, see SE 016 798 through SE 016 805. (DT)

ED 082 995 SE 016 805

Zelinka, Martha Weisberg, Sanford
Statistics by Example, Weighing Chances, Teachers' Commentary and Solutions Manual.
American Statistical Association, Washington, D.C.; National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 73

Note—71p.

Available from—Addison-Wesley Publishing Company, Reading, Massachusetts 01867
Document Not Available from EDRS.

Descriptors—Curriculum, *Instruction, Instructional Materials, Mathematical Applications, Mathematics Education, *Probability Theory, *Secondary School Mathematics, *Statistics, *Teaching Guides

Part I of the teachers' guide for "Weighing Chances" briefly describes the mathematical background necessary for the student, lists the substantive areas touched upon by the problems in the pamphlet, suggests classroom uses for the booklet, and gives background information on the individual chapters. Part II provides complete solutions for the exercises of each chapter. For other pamphlets and teachers' guides in this series, see SE 016 798 through SE 016 804. (DT)

ED 082 996 SE 016 811

Suydam, Marilyn N.
SMEAC Newsletter, Mathematics Education, Volume 5, Number 3.
ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Pub Date 73

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Instruction, *Mathematics Education, *Newsletters, Research, *Research Reviews (Publications), *Secondary School Mathematics, Teaching Techniques

Identifiers—ERIC SMEAC
This newsletter summarizes findings from the research on secondary school mathematics published during 1972 that might be used by teachers. Covered is research on the role of

materials, mathematics laboratories, computers and calculators, informing students of objectives, student computational achievement, course organization patterns, personality characteristics affecting mathematics learning, and teaching strategies. A list of 26 references is included. (DT)

ED 082 997 SE 016 812

Larsson, Inger

Individualized Mathematics Teaching. Results from the IMU Project in Sweden.

Spons Agency—National Swedish Board of Education, Stockholm.

Pub Date 73

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum, Curriculum Development, Evaluation, *Individualized Instruction, *Instruction, Junior High Schools, Mathematics Education, *Research, *Secondary School Mathematics, Student Attitudes, Teacher Characteristics, Teacher Role, Ungraded Classes

The Individual Mathematics Teaching Project (IMU) has been under development in the upper level (grades 7-9) of the comprehensive school in Sweden since 1964. Its goals are (1) to construct and test self-instruction study material in mathematics, (2) to find suitable teaching methods and work forms for the use of this material, (3) to try out different ways of grouping pupils and making use of teachers in order to achieve maximal effect for the material and methods, and (4) to measure the effects of the individualized teaching (in comparison with conventional teaching). There have been three major revisions of this program resulting from extensive field testing. The present report gives a brief background of the project and results of investigations carried out during the 1968/69 and 1969/70 school years. (JP)

ED 082 998 SE 016 819

Environmental Education, Preservice Preparation of Teachers.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Science Education.

Pub Date Jan 73

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Environmental Education, Fundamental Concepts, *Guidelines, Performance Criteria, *Preservice Education, *Program Development, Teacher Qualifications

As the most effective, long-range means of diffusing environmental education throughout the general curriculum, students preparing to become teachers are focused upon in this publication. Since such preparation will require changes, additions, and adjustments in the teacher education programs of colleges and universities, this guide offers practical suggestions as to approaches and methods that may be employed as environmental education is introduced into preservice teacher preparation. The proposed guidelines, designed to bring about effective coordination of programs at all levels, are organized around three central questions: who should be prepared as teachers of environmental education?, what competencies should environmental education teachers possess?, and what means can be used to prepare teachers with competence in environmental education? For the second question, Roth's 111 concepts for environmental management education (K-16) are listed under desired subject matter competencies, accompanied by an enumeration of professional competencies. Observations about teacher education and recommendations for teacher education institutions are noted for the third question. An epilogue contains ideas which do not fit readily into the three main sections but which suggest points to be remembered while formulating guidelines for preservice programs. References and resource lists are appended. (BL)

ED 082 999 SE 016 822

Young, Roy A.

Environmental Education and Research Programs at State Universities.

Pub Date 7 Nov 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Environmental Education, Higher Education, Natural Resources, Programs, Research and Development Centers, *Research and Instruc-

tion Units, Science Departments, *State Universities, *Surveys, Tables (Data), Units of Study (Subject Fields)

In an effort to obtain systematic information concerning environmentally-oriented instruction and research programs at state universities, the Council on Research Policy and Administration of the National Association of State Universities and Land Grant Colleges developed a questionnaire for this purpose. The objectives were to obtain information on (1) university organization for administration of environmental science academic programs, (2) instructional activities in environmental science areas, and (3) the nature and magnitude of interdisciplinary research programs currently operative. Responses from 85 out of 100 universities surveyed indicate that 62 have some sort of academic units established. Six listed a School of Environmental Science and seven listed a Department of Environmental Science. It was concluded most institutions apparently have developed interdisciplinary programs within their normal disciplinary school and department structure. The most frequently listed interdisciplinary research unit was Water Resources with 50 listings. Next most frequent was urban/regional planning (39), followed by air resources (29), marine resources (27), and environmental health (26). The largest units, based on the number of faculty and graduate students and dollar support, were Water Resources, Marine Resources, Urban and Regional Planning, and Environmental Health. Four tables tabulate the individual data. A sample questionnaire is not included. (BL)

ED 083 000 SE 016 823

Ross, John E.

University Organization for Environmental Education.

Pub Date 17 Oct 73

Note—16p.; Paper presented at the Annual Conference on Special Emerging Programs in Higher Education (1st, St. Louis, Missouri, October 17, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, *Curriculum Development, *Environmental Education, *Higher Education, Intellectual Disciplines, *Interdisciplinary Approach, *Organization, Relevance (Education), Speeches, Unified Studies Programs

Whether or not environmental concerns provide a viable and continuing basis of university organization is the situation scrutinized in this speech. Apparently part of the problem has been the generation of some theme or model around which a core of interested faculty and students could work. It is implied that some conceptual organization of an environmental studies program is the fundamental task for providing a common theme for the disparate disciplines. Measurement (of problems) is not enough of a common theme; some matrix of substantive relationships is required. We have left behind an era with ideas like recycling of aluminum cans and are entering an era concerned with understanding the interrelationships of consumption patterns, with population, and with pollution, and whether or not technology is leading us in the direction we want to go. Additional essentials for university organization of an environmental studies program include some kind of status in the university hierarchy; a Bill of Rights or authorities for faculty in environmental studies; and flexibility in the format of teaching and the manner in which teachers prepare for interdisciplinary studies. (BL)

ED 083 001 SE 016 824

Barthel, Chris Thompson, John

Issues in Environmental Education.

Pub Date Oct 73

Note—10p.; Paper presented at the Annual Conference on Special Emerging Programs in Higher Education (1st, St. Louis, Missouri, October 17, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Responsibility, *Environmental Education, *Higher Education, Intellectual Disciplines, *Interdisciplinary Approach, Problems, *Problem Solving, Program Development, Speeches

To meet the needs of society today, universities must balance their traditional specialty education with interdisciplinary approaches based on a problem-solving orientation. Utilizing this view-

point, some of the issues and/or problems facing universities in promoting interdisciplinary education are analyzed in this speech. Issues which may retard the creation and viability of interdisciplinary programs include (1) more faculty involvement, time, and money per credit hour than the traditional specialty education, (2) the present exploratory nature of establishing programs rather than replication of recognized models and processes, (3) the inflexibility of university organizational patterns and processes, (4) the inflexibility of the university faculty member as a result of a high degree of specialization, and (5) concern that broad, multidisciplinary approaches cannot meet the high standards maintained for graduate studies. Other issues which strongly support the development of viable programs include (1) integration of disciplines as necessary for problem-solving, because of the complex nature of social problems in our world societies, (2) relevance inherent in the integration of disciplines for problem-solving purposes, and (3) the search by governmental, professional, and industrial organizations for people who can integrate social and behavioral disciplines with the sciences and technology. (BL)

ED 083 002 SE 016 825

Alpert, Daniel

University Research on Problems Posed by Society.

Pub Date Oct 73

Note—16p.; Paper presented at the Annual Conference on Special Emerging Programs in Higher Education (1st, St. Louis, Missouri, October 17, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Role, Educational Development, Faculty, *Interaction Process Analysis, *Interdisciplinary Approach, *Organization, Research and Development Centers, Social Factors, *Social Problems, Speeches, University Administration

Concern for changes in the environment in which we live and the need for change within universities to realistically meet the expectations of society are explored in this speech. Education, research, and public service, representing three inseparable aspects of the overall mission of the university, are of foremost consideration. The nature of national objectives for research and development on problems posed by society is assessed, with new and better ways of providing education as one of the goals. This is followed by attention to the structure of the university, asking whether our present form is appropriate for the functions of a modern university. The case is made that we must continue the departmental structure to maintain intellectual leadership in the major fields of human knowledge. But new, flexible organizations or interdisciplinary units are needed which may pursue different objectives without subordinating one administrative structure to the other. Lastly, the life style of the faculty is questioned. It is possible to construct campus mechanisms for developing interdisciplinary capability, encourage faculty members to explore other career opportunities, and bring onto campus people with experience in industry or government who do not have the credentials of an academic professor? (BL)

ED 083 003 SE 016 826

Roth, Robert E.

Environmental Management Education: Status and the OSU/SNR Program.

Pub Date Oct 73

Note—15p.; Paper presented at the Annual Conference on Special Emerging Programs in Higher Education (1st, St. Louis, Missouri, October 17, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *Environmental Education, Knowledge Level, *Preservice Education, Program Development, *State of the Art Reviews, Status, Universities

Identifiers—*Ohio State University School of Natural Resources

A major goal of environmental education is to encourage individuals to develop ability to make thoughtful decisions which will create an environment that allows them to live a quality life. To this end, comments in this speech review the progress of environmental education in this direction and the role of The Ohio State University, School of Natural Resources, in contributing to such progress. A status report is prepared for

both teacher education and school and non-school environmental education and communication. Facts show there are few programs aimed specifically at pre-service teacher education; teacher certification is practically non-existent; and inservice teacher training efforts are relatively small. Indicators for the level of literacy about environmental issues and alternative management strategies show there are relatively few operational programs in public schools compared to the number of school districts; materials are extensive in amount but are not interdisciplinary; the most successful programs involve teachers, administrators, and community citizens; and environmental education has been promoted at the federal level through the Environmental Education Act of 1970. Coverage of the Ohio State program includes its philosophy, objectives, undergraduate and graduate program structure, related programs, and facilities. (BL)

ED 083 004 SE 016 827

Hershey, John T., Ed. *And Others*
A Curriculum Activities Guide to In-Depth Environmental Studies.

Project KARE, Blue Bell, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 73

Grant—OEG-0-72-5105

Note—167p.

Available from—Institute for Environmental Education, 8911 Euclid Avenue, Cleveland, Ohio 44106

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, Elementary Grades, *Environmental Education, Instructional Materials, *Investigations, *Natural Resources, *Problem Solving, Secondary Grades, Student Research

This guide is the fourth in a series of four books emphasizing student-oriented problem solving related to environmental matters. It utilizes a three-level activity approach: awareness, transitional, and operational. The intent is to provide investigations that will motivate students to pursue in-depth studies, thus encouraging them to generate ideas, design and carry through plans of action, make decisions regarding data collection, processing, evaluation, and utilization, and determine what potential impact these findings might have on community action. In proposing or recommending action they must consider the action and alternatives to this action as they relate to a variety of political, economic, legal, social, scientific, and technological factors. Topics considered for the investigations include birds, weather, ferns, air quality and vegetation, and weeds. Each chapter is devoted to one topic and provides a series of investigations on that topic. An introduction and background information give initial orientation followed by an enumeration of materials and methods, and, where appropriate, data, interpretations, and conclusions. A bibliography supplements each chapter. Related documents are SE 016 524, SE 015 525, and SE 016 614. (BL)

ED 083 005 SE 016 832

Leiderman, Gloria F.

A Longitudinal Study of Mathematical Achievement in the Primary School Years: Description of Design, Sample, and Factor Analyses of Tests.

Stanford Univ., Calif. School Mathematics Study Group.

Pub Date 71

Note—157p.; ELMA Report No. 1

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Achievement, Achievement Tests, *Curriculum, *Elementary School Mathematics, Evaluation, Longitudinal Studies, Mathematics Education, Primary Grades, *Research, Social Factors, *Socioeconomic Background, Testing

Identifiers—Research Reports, School Mathematics Study Group, SMSG

This report presents the data and statistical analyses obtained in a four-year study (1966-1970) of elementary mathematics (ELMA) in grades K-3. Oakland Public Schools and the San Francisco Unified School District were the two systems involved in this study. Treatment variables included socio-economic level of the community (low or middle) and curriculum used for teaching mathematics (SMSG or the state

adopted SRA text series). Details of the design of the investigation are reported along with descriptions of the sample, the measures used to assess achievement and the factor analyses performed on the data. The content of the two curricula are outlined in the appendices. Further interpretations of the statistics and data obtained are given in "ELMA Reports, No. 2" (SE 016 833). (JP)

ED 083 006 SE 016 833

Rosenthal-Hill, Irene

A Longitudinal Study of Mathematical Achievement in the Primary School Years: Curriculum and Socio-Economic Comparisons and Predictions from Previous Achievement.

Stanford Univ., Calif. School Mathematics Study Group.

Pub Date 71

Note—442p.; ELMA Report No. 2

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Achievement, Achievement Tests, *Curriculum, *Elementary School Mathematics, Evaluation, Longitudinal Studies, Mathematics Education, Primary Grades, *Research, Social Factors, *Socioeconomic Background, Testing

Identifiers—Research Reports, School Mathematics Study Group, SMSG

This report presents the results derived from data in a four-year study (1966-1970) of elementary mathematics (ELMA) in grades K-3. Chapter 1 is a brief summary of the study; a detailed description is given in "ELMA Reports, No. 1" (SE 016 832). The relationship between mathematics performance at the end of each year of the study and previous achievement was one aspect of the investigation. A year-by-year analysis and interpretation of the data pertaining to this relationship are reported. The other area covered was the relative effect of two curricula and two socio-economic levels (low and middle) on mathematics performance. These comparisons are also present for each grade level. The two curricula, SRA text series and the SMSG-prepared materials, are outlined briefly to indicate similarities and differences. A detailed comparison is given in "ELMA Reports, No. 1." Statistical data are included in the appendix. (JP)

ED 083 007 SE 016 834

A Conference on Mathematics for Gifted Students.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Oct 67

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability, Accelerated Programs, *Conference Reports, Curriculum, Enrichment, *Gifted, *Mathematics Education, Student Characteristics, *Talented Students

Identifiers—School Mathematics Study Group, SMSG

The purpose of the conference was to define the role of the School Mathematics Study Group (SMSG) in the preparation of programs and materials for gifted students. The background papers presented at the beginning of the conference and the recommendations made at the conference are presented in this report. Topics covered in the papers include a history of studies attempting to define gifted people, summaries of studies concerned with acceleration and enrichment for gifted students, activities for gifted students, and the problems of organizing special programs for gifted students. The conference gave the highest priority to recommending that SMSG develop supplementary materials. More specific recommendations included writing units of topics for investigation and open-ended research problems for students, developing expository booklets and possible correspondence courses for the mathematically gifted, encouraging and organizing local and regional symposia, organizing NSF summer and inservice institutes for training teachers to work with gifted students, investigating means of identifying gifted students other than by IQ scores, and extending some of the above activities downward into the elementary school. (JP)

ED 083 008 SE 016 835

Report of a Conference on Mathematics Education in the Inner City Schools.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Mar 70

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Cultural Disadvantage, Curriculum, *Disadvantaged Youth, Instruction, Mathematics Education, *Urban Education, Urban Teaching

Identifiers—School Mathematics Study Group, SMSG

This conference explored ways to improve mathematics education for inner-city schools. Five position papers, together with summaries of the discussions of these papers by conference participants, are contained in this report. Topics range over types of pre- and in-service teacher training, laboratories and materials for the inner-city school, and relevant instruction as well as other pedagogical considerations. One report reviews many of the projects that have been instituted by various agencies or institutions which attempt to upgrade mathematics education in the inner-city schools. In the summary of the small-group discussions, a list is given of the recommended ways in which SMSG could contribute to the improvement of inner-city mathematics education. (JP)

ED 083 009 SE 016 836

Library Bulletin [International Planned Parenthood Federation, August 1973].

International Planned Parenthood Federation, London (England).

Pub Date Aug 73

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Books, Classification, Demography, *Family Planning, Indexes (Locators), *Library Collections, *Population Trends, Publications, *Reference Materials

Recent additions to the International Planned Parenthood Federation (IPPF) Headquarters Library are listed in this library bulletin. Entries follow the IPPF classification scheme and are arranged by topics: (1) general office management and administration, (2) contraceptive methods, (3) family planning (general), (4) United Nations, conferences, etc., (5) population—Africa, America, Asia, Europe, Oceania, U.S.S.R., (6) religious, moral, ethical, and political attitudes to family planning, (7) medical, (8) education, including sex and population education, and (9) communication, publicity, history, etc. The name of the publisher/supplier and British currency price of the book are supplied for each notation together with a short annotation of the content and/or coverage. An author index with classification numbers for cross-referencing, and lists of publisher/suppliers and their addresses, IPPF publications, and annotated bibliographies compiled by the IPPF Library are appended. (BL)

ED 083 010 SE 016 837

National Clearinghouse for Drug Abuse Information Report Series, Series 18, No. 1.

National Inst. of Mental Health (DHEW), Rockville, Md. National Clearinghouse for Drug Abuse Information.

Pub Date Oct 73

Note—14p.

Available from—National Clearinghouse for Drug Abuse Information, 5600 Fishers Lane, Rockville, Maryland 20852

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chemistry, Drug Abuse, *Drug Education, Narcotics, Physiology, *Reports, *Research, *Sedatives, Social Sciences

Identifiers—*Methaqualone, Research Reports

Concerned with clarifying some of the more complex issues in drug abuse, the National Clearinghouse for Drug Abuse Information has prepared this special report on methaqualone. Background information is provided through a summary of its history, legal status, and the opinions of authorities in the field. Significant research on the subject is presented together with major findings on various aspects of the problem. The pharmacology, chemistry, addiction potential, patterns of use, physiological effects, therapeutic use, and treatment for overdose of the drug are dealt with. Bibliographic references are also listed. (BL)

ED 083 011 SE 016 838

National Clearinghouse for Drug Abuse Information Report Series, Series 25, No. 1.

National Inst. of Mental Health (DHEW),
Rockville, Md. National Clearinghouse for
Drug Abuse Information.
Pub Date Oct 73

Note—9p.

Available from—National Clearinghouse for Drug
Abuse Information, 5600 Fishers Lane,
Rockville, Maryland 20852

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chemistry, *Drug Abuse, *Drug
Education, Narcotics, Physiology, Reports,
*Research, Social Sciences, *Stimulants
Identifiers—*Methylenedioxymphetamine (M-
DA), Research Reports

Concerned with clarifying some of the more
complex issues in drug abuse, the National
Clearinghouse for Drug Abuse Information has
prepared this special report on methylenedioxy-
amphetamine (MDA), commonly called Mello-
Drug of America. Background information is pro-
vided through a summary of its history, legal
status, and the opinions of authorities in the field.
Significant research on the subject is presented
together with major findings on various aspects of
the problem. The pharmacology, chemistry, clinical
effects (physiological, psychological, and sub-
jective), and patterns of use of the drug are dealt
with. Bibliographic references are also listed.
(BL)

ED 083 012

SE 016 839

National Clearinghouse for Drug Abuse Informa-
tion Report Series, Series 26, No. 1.

National Inst. of Mental Health (DHEW),
Rockville, Md. National Clearinghouse for
Drug Abuse Information.

Pub Date Oct 73

Note—16p.

Available from—National Clearinghouse for Drug
Abuse Information, 5600 Fishers Lane,
Rockville, Maryland 20852

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chemistry, *Drug Abuse, *Drug
Education, *Narcotics, Physiology, Reports,
*Research, Social Sciences
Identifiers—*Narcotic Antagonists, Research Re-
ports

Concerned with clarifying some of the more
complex issues in drug abuse, the National
Clearinghouse for Drug Abuse Information has
prepared this special report on narcotic anti-
agonists, particularly nalorphine, naloxone,
cyclazocine, levallorphan, and pentazocine.
Background information is provided through a
summary of their history, legal status, and the
opinions of authorities in the field. Significant
research on the subject is presented together with
major findings on various aspects of the problem.
The pharmacology, chemistry, clinical effects,
treatment, and patterns of use of the drugs are
dealt with. Bibliographic references are also
listed. (BL)

ED 083 013

SE 016 840

Tratner, Karen Lee

Energy Options for Man.

Environmental Alert Group, Los Angeles, Calif.

Pub Date 73

Note—77p.; Produced by the Environmental
Education Group, a public foundation

Available from—Environmental Alert Group,
1543 North Martel Avenue, Los Angeles,
California 90046 (Free)

Document Not Available from EDRS.

Descriptors—*Energy, Environmental Influences,
Kinetics, Manufacturing, Mechanics (Physics),
*Natural Resources, *Production Techniques,
Solar Radiation, *State of the Art Reviews,
*Technology, Utilities

Produced for public interest, the Environmen-
tal Education Group has prepared this two-part
review of the current state of energy utilization,
the nature of the energy crisis, and approaches to
energy production. The major section is a presen-
tation of alternative sources of energy that are
neglected, are of possible aid in the near future,
or are modifications of current energy sources.
Also, it endeavors to analyze each alternative
with respect to economic feasibility and environmen-
tal impact. The options considered are: water
power, wind power, geothermal power, use of
waste and garbage for energy, coal, petroleum,
natural gas, nuclear energy in the form of fission
power, breeder reactors, fusion power, devices
and methods for more efficient energy conversion
(thermionic, thermoelectric, photoelectric, fuel
cell, magnetohydrodynamics, rocket engine, spe-
cial battery, superconductivity, and power, gas

and combined cycles), conservation of energy,
and low energy options. The second part is an in-
depth observation of two important sources of
renewable energy—hydrogen and solar energy—
which, in addition to fusion power (as yet not
commercially or technically harnessed), hold the
most hope of offering total economies that will be
self-sufficient and will hold pollution in check.
(BL)

ED 083 014

SE 016 846

Horn, Barbara, Ed.

Environmental Progress Through Cooperation in
Education.

Pub Date Aug 73

Note—42p.; Report of the Proceedings of the Na-
tional Conservation Education Association
Conference (20th, Murray State University,
Kentucky, August 12-16, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Conservation
Education, Cooperative Programs, Ecology,
Environment, *Environmental Education,
Natural Resources, *Speeches

The program agenda, roster of participants, re-
port of the business meeting, and resolutions
passed at the conference are reported in these
proceedings. Presentations made at the meeting
are reproduced in full or summarized. These in-
clude: TVA--A Pilot Plant in Environmental Educa-
tion; Why an Energy Shortage?; Role of Na-
tional Organizations in Resource Problem Solv-
ing; Auto Industry and Energy Conservation;
Earth Resources Technology Satellite; Tennessee
Master Plan for Environmental Education;
Recycling; Strip Mine Land Reclamation; Energy
Today and in the Future; Environmental Educa-
tion Teacher Certification; CEA Organization--
Where Do We Go From Here?; From Solid
Waste to Energy; Government's Role in Disposal
of Community Waste; Information Analysis and
Dissemination in Environmental Education;
USA's First Ecology Judge; Twelve Major En-
vironmental Concepts--A Rationale; Land Use
and Land Priorities; Training Program for Para-
professionals in Environmental Technology;
Architecture and Environmental Education;
World Environment--Opportunity to Learn
Through Travel; An Overview of an Environmen-
tal Education Workshop USFS; Environmental
Education--Bureau of Sport Fisheries and Wil-
dlife; and Practical Aspects of Environmental
Education. Environmental Progress Through
Cooperation in Education served as the theme of
the conference. (BL)

ED 083 015

SE 016 852

Secondary School Mathematics, Chapter 1, Struc-
turing Space, Chapter 2, Functions. Teacher's
Commentary.

Stanford Univ., Calif. School Mathematics Study
Group.

Spons Agency--National Science Foundation,
Washington, D.C.

Pub Date 71

Note—81p.

Available from—A. C. Vroman, Inc., 2085 East
Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Curriculum, Geometric Concepts,
Graphs, *Instruction, Mathematics Education,
*Secondary School Mathematics, *Teaching
Guides

Identifiers—Functions, *School Mathematics
Study Group, SMSG

The teacher's guide for the first unit of this
SMSG series covers the two chapters on elemen-
tary geometry and on functions. The overall pur-
pose for each of the chapters is described, the
prerequisite knowledge needed by students is
specified, the mathematical development of each
chapter is detailed, behavioral objectives are
stated, and a time schedule is suggested.
Background information for key concepts, an-
swers for all exercises in each chapter, and sug-
gested test items are provided. For other
teacher's guides and student texts in this series,
see SE 016 853 through SE 016 879. For the
teacher's guide to a special edition of this series
written for slow learners, see ED 046 779. (DT)

ED 083 016

SE 016 853

Secondary School Mathematics, Chapter 1, Struc-
turing Space, Chapter 2, Functions. Student's
Text.

Stanford Univ., Calif. School Mathematics Study
Group.

Spons Agency--National Science Foundation,
Washington, D.C.

Pub Date 71

Note—90p.

Available from—A. C. Vroman, Inc., 2085 East
Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—Curriculum, *Geometric Concepts,
Graphs, Instruction, *Instructional Materials,
Mathematics Education, *Secondary School
Mathematics, Textbooks

Identifiers—Functions, *School Mathematics
Study Group, SMSG

This SMSG series of 14 student texts was in-
tended to be a curriculum devoted to those
mathematical concepts which all citizens should
know. The first unit of this series includes a
chapter on elementary geometry concepts
(points, lines, planes, intersections, betweenness,
separation, angles, and introductory coordinate
geometry) and a chapter on functions. For a spe-
cial edition of this material aimed at slow learn-
ers, see ED 046 766. For teacher's guides and
other student texts in this series, see SE 016 852
through SE 016 879. (DT)

ED 083 017

SE 016 854

Secondary School Mathematics, Chapter 3, Informal
Algorithms and Flow Charts, Chapter 4,
Problem Formulation, Teacher's Commentary.
Stanford Univ., Calif. School Mathematics Study
Group.

Spons Agency--National Science Foundation,
Washington, D.C.

Pub Date 71

Note—67p.

Available from—A. C. Vroman, Inc., 2085 East
Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Algorithms, Curriculum, Flow
Charts, *Instruction, Mathematical Models,
Mathematics Education, *Secondary School
Mathematics, *Teaching Guides

Identifiers—Problem Formulation (Mathematics),
*School Mathematics Study Group, SMSG

The teacher's guide for the second unit of this
SMSG series covers the two chapters in Unit 2 of
the student text on algorithms and flow charts
and on problem formulation. The overall purpose
for each of the chapters is described, the
prerequisite knowledge needed by students is
specified, the mathematical development of each
chapter is detailed, behavioral objectives are
stated, and a time schedule is suggested.
Background information for key concepts, an-
swers for all exercises in each chapter, and sug-
gested test items are provided. For other
teacher's guides and student texts in this series,
see SE 016 852 through SE 016 879. For the
teacher's guide to a special edition of this series
covering the topics of Unit 2 but written for slow
learners, see ED 046 779. (DT)

ED 083 018

SE 016 855

Secondary School Mathematics, Chapter 3, Informal
Algorithms and Flow Charts, Chapter 4,
Problem Formulation. Student's Text.

Stanford Univ., Calif. School Mathematics Study
Group.

Spons Agency--National Science Foundation,
Washington, D.C.

Pub Date 71

Note—73p.

Available from—A. C. Vroman, Inc., 2085 East
Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—Algorithms, Curriculum, *Flow
Charts, Instruction, *Instructional Materials,
Mathematical Models, Mathematics Education,
*Secondary School Mathematics, Textbooks
Identifiers—Problem Formulation (Mathematics),
*School Mathematics Study Group, SMSG

This is the second unit in a series of 14 SMSG
texts designed to cover mathematical concepts
which the general population should know. One
chapter of the unit discusses algorithms, flow
charts, and computers; the second chapter tackles
problem formulation procedures (not actual
problem solving) and briefly covers mathematical
models. For a special edition of this text aimed at
slow learners, see ED 046 766. For teacher's
guides and other student texts in this series, see
SE 016 852 through SE 016 879. (DT)

ED 083 019

SE 016 856

Secondary School Mathematics, Chapter 5,
Number Theory, Chapter 6, The Integers.
Teacher's Commentary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—61p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Curriculum, *Instruction, Integers, Mathematics Education, Number Concepts, Number Systems, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group, SMSG

The teacher's guide for the third unit of this SMSG series covers the two chapters on number theory and on the integers. The overall purpose for each of the chapters is described, the prerequisite knowledge needed by students is specified, the mathematical development of each chapter is detailed, behavioral objectives are stated, and a time schedule is suggested. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. For other teacher's guides and student texts in this series, see SE 016 852 through SE 016 879. For the teacher's guide to a special edition of this series written for slow learners, see ED 046 779. (DT)

ED 083 020

SE 016 857

Secondary School Mathematics, Chapter 5, Number Theory, Chapter 6, The Integers. Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—83p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—Curriculum, Instruction, *Instructional Materials, *Integers, Mathematics Education, *Number Concepts, Number Systems, *Secondary School Mathematics, Textbooks

Identifiers—*School Mathematics Study Group, SMSG

The third student text in this SMSG series of 14 covers the following topics from number theory: the division algorithm, divisibility, prime numbers, prime factorization, common divisors and common multiples, and properties of the whole number system. A second chapter discusses properties and operations with integers. For a special edition of this material aimed at slow learners, see ED 046 767. For teacher's guides and other student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 021

SE 016 858

Secondary School Mathematics, Chapter 7, The Rational Numbers, Chapter 8, Congruence. Teacher's Commentary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—68p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Congruence, Curriculum, Geometric Concepts, *Instruction, Mathematics Education, Rational Numbers, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group, SMSG

The teacher's guide for the fourth unit of this SMSG series covers the two chapters on the rational numbers and geometric congruence. The overall purpose for each of the chapters is described, the prerequisite knowledge needed by students is specified, the mathematical development of each chapter is detailed, behavioral objectives are stated, and a time schedule is suggested. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. For other teacher's guides and student texts in this series, see SE 016 852 through SE 016 879. For the teacher's guide to a special edition of this material written for slow learners, see ED 046 779. (DT)

ED 083 022

SE 016 859

Secondary School Mathematics, Chapter 7, The Rational Numbers, Chapter 8, Congruence. Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—113p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—*Congruence, Curriculum, Geometric Concepts, Instruction, *Instructional Materials, Mathematics Education, *Rational Numbers, *Secondary School Mathematics, Textbooks

Identifiers—*School Mathematics Study Group, SMSG

The first chapter in this fourth unit in this SMSG series of student texts covers properties and operations with rational numbers (both negative and non-negative rationals), equations involving rational numbers, and the structure of the rational number system. The second chapter on congruence discusses congruent segments, angles, and triangles; addition and subtraction properties for segments and for angles; bisection of segments and of angles; and constructing bisectors and perpendiculars. For a special edition of these topics aimed at slow learners, see ED 046 768 (rational numbers) and ED 046 769 (geometric congruence). See SE 016 852 through SE 016 879 for teacher's guides and for other student texts in this series. (DT)

ED 083 023

SE 016 860

Secondary School Mathematics, Chapter 9, Equations and Inequalities, Chapter 10, Decimal Representation for Rational Numbers. Teacher's Commentary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—87p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Algebra, Curriculum, Decimal Fractions, Inequalities, *Instruction, Mathematics Education, Relationship, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group, SMSG

The teacher's guide for the fifth unit of this SMSG series covers the two chapters on equations and inequalities and on decimals. The overall purpose for each of the chapters is described, the prerequisite knowledge needed by students is specified, the mathematical development of each chapter is detailed, behavioral objectives are stated, and a time schedule is suggested. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. For other teacher's guides and student texts in this series, see SE 016 852 through SE 016 879. For the teacher's guide to a special edition of this series written for slow learners, see ED 046 779. (DT)

ED 083 024

SE 016 861

Secondary School Mathematics, Chapter 9, Equations and Inequalities, Chapter 10, Decimal Representation for Rational Numbers. Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—88p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—*Algebra, Curriculum, *Decimal Fractions, Inequalities, Instruction, *Instructional Materials, Mathematics Education, Relationship, *Secondary School Mathematics, Textbooks

Identifiers—*School Mathematics Study Group, SMSG

One chapter of the fifth unit in this SMSG series for the general mathematics student covers

the topics of writing equations, solving linear equations, using graphs to solve equations, inequalities, and solving inequalities. The second chapter discusses ratios and percents, decimal notation, decimal representation for rational numbers, rounding off, and computing with decimals. For a special edition of these topics aimed at slow learners, see ED 046 768 (decimals) and ED 046 769 (linear equations). See SE 016 852 through SE 016 879 for teacher's guides and for other student texts in this series. (DT)

ED 083 025

SE 016 862

Secondary School Mathematics, Chapter 11, Probability, Chapter 12, Measurement. Teacher's Commentary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—75p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Curriculum, Geometric Concepts, *Instruction, Mathematics Education, Measurement, Probability Theory, *Secondary School Mathematics, *Teaching Guides

Identifiers—*School Mathematics Study Group, SMSG

The teacher's guide for the sixth unit of this SMSG series covers the two chapters on probability and on measurement. The overall purpose for each of the chapters is described, the prerequisite knowledge needed by students is specified, the mathematical development of each chapter is detailed, behavioral objectives are stated, and a time schedule is suggested. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. For other teacher's guides and student texts in this series, see SE 016 852 through SE 016 879. For the teacher's guide to a special edition of this series covering the topics in probability written for slow learners, see ED 046 779. (DT)

ED 083 026

SE 016 863

Secondary School Mathematics, Chapter 11, Probability, Chapter 12, Measurement. Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—111p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—Curriculum, Geometric Concepts, Instruction, *Instructional Materials, Mathematics Education, *Measurement, *Probability Theory, *Secondary School Mathematics, Textbooks

Identifiers—*School Mathematics Study Group, SMSG

Topics covered in the probability chapter of the sixth unit in this SMSG series of student texts are fair and unfair games, outcomes and events, tree diagrams, and finding and estimating probability. The measurement chapter includes a discussion of length, units in the British and metric systems, perimeter, angle measure, circumference, approximation, and precision. For a special edition covering the topics in probability written for slow learners, see ED 046 768. See SE 016 852 through SE 016 879 for teacher's guides and for other student texts in this series. (DT)

ED 083 027

SE 016 864

Secondary School Mathematics, Chapter 13, Perpendiculars and Parallels (I), Chapter 14, Similarity. Teacher's Commentary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—80p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Curriculum, Geometric Concepts, Geometry, *Instruction, Mathematics Education, *Secondary School Mathematics, *Teaching Guides
Identifiers—*School Mathematics Study Group, SMSG

The teacher's guide for the seventh unit of this SMSG series covers the introductory chapter on perpendiculars and parallels and the chapter on similarity. The overall purpose for each of the chapters is described, the prerequisite knowledge needed by students is specified, the mathematical development of each chapter is detailed, behavioral objectives are stated, and a time schedule is suggested. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. For other teacher's guides and student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 028 SE 016 865
Secondary School Mathematics, Chapter 13, Perpendiculars and Parallels (I), Chapter 14, Similarity. Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—113p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—Curriculum, *Geometric Concepts, *Geometry, Instruction, *Instructional Materials, Mathematics Education, *Secondary School Mathematics, Textbooks

Identifiers—*School Mathematics Study Group, SMSG

The first chapter of the seventh unit in this SMSG series discusses perpendiculars and parallels; topics covered include the relationship between parallelism and perpendicularity, rectangles, transversals, parallelograms, general triangles, and measurement of the circumference of the earth. The second chapter, on similarity, discusses scale drawings, similar triangles, ratios and percents, similarities in right triangles, the Pythagorean theorem, and trigonometric functions. For teacher's guides and for other student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 029 SE 016 866
Secondary School Mathematics, Chapter 15, The Real Number System, Chapter 16, Area, Volume, and Computation. Teacher's Commentary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—56p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Curriculum, Geometric Concepts, *Instruction, Mathematics Education, Measurement, Number Concepts, Number Systems, *Secondary School Mathematics, *Teaching Guides

Identifiers—Real Numbers, *School Mathematics Study Group, SMSG

The teacher's guide for Unit 8 of this SMSG series covers the two chapters on the real number system and on area, volume, and computation. The overall purpose for each of the chapters is described, the prerequisite knowledge needed by students is specified, the mathematical development of each chapter is detailed, behavioral objectives are stated, and a time schedule is suggested. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. For other teacher's guides and student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 030 SE 016 867
Secondary School Mathematics, Chapter 15, The Real Number System, Chapter 16, Area, Volume, and Computation. Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—96p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—Curriculum, *Geometric Concepts, Instruction, *Instructional Materials, Mathematics Education, Measurement, Number Concepts, Number Systems, *Secondary School Mathematics, Textbooks

Identifiers—Real Numbers, *School Mathematics Study Group, SMSG

Topics covered in the first chapter of Unit 8 of this SMSG series include square roots, operations with radicals, operations with real numbers, and the structure of the real number system. The second chapter deals with measurement of area (for rectangular regions, other polygons, and circles), volume and surface area, computation involving measurement, and different units of measurement. For other student texts and for teacher's guides in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 031 SE 016 868
Secondary School Mathematics, Chapter 17, Perpendiculars and Parallels (II), Chapter 18, Coordinate Geometry. Teacher's Commentary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—108p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Analytic Geometry, Curriculum, Geometry, *Instruction, Mathematics Education, *Secondary School Mathematics, *Teaching Guides

Identifiers—Coordinate Geometry, *School Mathematics Study Group, SMSG

The teacher's guide to Unit 9 covers the second chapter on perpendiculars and parallels in this SMSG series and the chapter on coordinate geometry. The overall purpose for each of the chapters is described, the prerequisite knowledge needed by students is specified, the mathematical development of each chapter is detailed, behavioral objectives are stated, and a time schedule is suggested. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. For other teacher's guides and student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 032 SE 016 869
Secondary School Mathematics, Chapter 17, Perpendiculars and Parallels (II), Chapter 18, Coordinate Geometry. Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—105p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—*Analytic Geometry, Curriculum, *Geometry, Instruction, *Instructional Materials, Mathematics Education, *Secondary School Mathematics, Textbooks

Identifiers—Coordinate Geometry, *School Mathematics Study Group, SMSG

The first chapter, Perpendiculars and Parallels (II), of the ninth unit in this SMSG series includes a discussion of the properties of triangles, circles and perpendiculars, parallels in space, perpendicular lines and planes, and parallel planes. The next chapter, on coordinate geometry, covers distance; midpoints; algebraic descriptions of subsets of the line, the plane, and space; separation; graphs of non-linear functions; parallel and perpendicular lines; coordinate proofs; and coordinate systems in three dimensions. For the teacher's guides and for other student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 033 SE 016 870
Secondary School Mathematics, Chapter 19, Problem Solving, Chapter 20, Solution Sets of Mathematical Sentences. Teacher's Commentary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—75p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Algebra, Curriculum, *Instruction, Mathematics Education, Problem Solving, *Secondary School Mathematics, *Teaching Guides

Identifiers—Mathematical Sentences, *School Mathematics Study Group, SMSG

The teacher's guide for Unit 10 of this SMSG series covers the chapter on problem solving and the chapter on solution sets of mathematical sentences. The overall purpose for each of the chapters is described, the prerequisite knowledge needed by students is specified, the mathematical development of each chapter is detailed, behavioral objectives are stated, and a time schedule is suggested. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. For other teacher's guides and student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 034 SE 016 871
Secondary School Mathematics, Chapter 19, Problem Solving, Chapter 20, Solution Sets of Mathematical Sentences. Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—71p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—*Algebra, Curriculum, Instruction, *Instructional Materials, Mathematics Education, *Problem Solving, *Secondary School Mathematics, Textbooks

Identifiers—Mathematical Sentences, *School Mathematics Study Group, SMSG

Strategies for problem solving are discussed in the first chapter in Unit 10 of this SMSG series. The second chapter covers the following algebra topics: solving simple equations and inequalities; simplifying expressions; solving fractional equations and solving inequalities involving fractions; factors whose product is zero, and factoring. See SE 016 852 through SE 016 879 for teacher's guides and for other student texts in this series. (DT)

ED 083 035 SE 016 872
Secondary School Mathematics, Chapter 21, Rigid Motions and Vectors, Chapter 22, Computer and Programs. Teacher's Commentary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—118p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Computer Programs, Computers, Curriculum, Geometry, *Instruction, Mathematics Education, Programming, *Secondary School Mathematics, *Teaching Guides, Transformations (Mathematics)

Identifiers—*School Mathematics Study Group, SMSG, Vectors

The teacher's guide for the eleventh unit in this SMSG series covers the chapter on rigid motions and vectors and the chapter on computers and programs. The overall purpose for each of the chapters is described, the prerequisite knowledge needed by students is specified, the mathematical development of each chapter is detailed, behavioral objectives are stated, and a time schedule is suggested. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. For other teacher's guides and student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 036 SE 016 873
Secondary School Mathematics, Chapter 21, Rigid Motions and Vectors, Chapter 22, Computers and Programs. Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

158 Document Resumes

Pub Date 71

Note—128p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—Computer Programs, *Computers, Curriculum, *Geometry, Instruction, *Instructional Materials, Mathematics Education, Programming, *Secondary School Mathematics, Textbooks, Transformations (Mathematics)

Identifiers—*School Mathematics Study Group, MSG, Vectors

Transformation geometry topics are covered in one chapter of Unit 11 of this MSG series. Work with translations, reflections, rotations, and composition of motions is included; vectors are briefly discussed. The chapter on computers and programming deals with recent history and uses of the computer, organization of a digital computer, an assembly language, and the procedural language BASIC. For teacher's guides and for other student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 037 SE 016 874

Secondary School Mathematics, Chapter 23, Quadratic Functions, Chapter 24, Statistics. Teacher's Commentary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—87p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Algebra, Curriculum, *Instruction, Mathematics Education, *Secondary School Mathematics, Statistics, *Teaching Guides

Identifiers—Functions, *School Mathematics Study Group, MSG

The teacher's guide to Unit 12 of this MSG series covers the chapter on quadratic functions and the chapter on statistics. The overall purpose for each of the chapters is described, the prerequisite knowledge needed by students is specified, the mathematical development of each chapter is detailed, behavioral objectives are stated, and a time schedule is suggested. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. For other teacher's guides and student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 038 SE 016 875

Secondary School Mathematics, Chapter 23, Quadratic Functions, Chapter 24, Statistics. Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—96p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—*Algebra, Curriculum, Instruction, *Instructional Materials, Mathematics Education, *Secondary School Mathematics, *Statistics, Textbooks

Identifiers—Functions, *School Mathematics Study Group, MSG

The first chapter in the twelfth unit of this MSG series deals with the following topics involving quadratic functions: parabolas, translations of the parabola, completing the square, solving quadratic equations, "falling body" functions, and the use of quadratics in solving other equations. The chapter on statistics discusses cumulative and relative frequency, averaging, mean, scatter, grouped data, and standard deviation. See SE 016 852 through SE 016 879 for teacher's guides and for other student texts in this series. (DT)

ED 083 039 SE 016 876

Secondary School Mathematics, Chapter 25, Systems of Sentences in Two Variables, Chapter 26, Exponents and Logarithms. Teacher's Commentary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—80p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Algebra, Curriculum, *Instruction, Mathematics Education, Number Concepts, *Secondary School Mathematics, *Teaching Guides

Identifiers—Functions, Logarithms, *School Mathematics Study Group, MSG

The teacher's guide for Unit 13 of this MSG series covers the chapter on systems of sentences in two variables and the chapter on exponents and logarithms. The overall purpose for each of the chapters is described, the prerequisite knowledge needed by students is specified, the mathematical development of each chapter is detailed, behavioral objectives are stated, and a time schedule is suggested. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. For other teacher's guides and student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 040 SE 016 877

Secondary School Mathematics, Chapter 25, Systems of Sentences in Two Variables, Chapter 26, Exponents and Logarithms. Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—89p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—*Algebra, Curriculum, Instruction, *Instructional Materials, Mathematics Education, Number Concepts, Secondary School Mathematics, Textbooks

Identifiers—Functions, Logarithms, *School Mathematics Study Group, MSG

Topics covered in the first chapter of Unit 13 in this MSG series include mathematical models, methods of solving systems of equations, and graphical solution of systems of inequalities. The second chapter of this unit deals with properties of exponents, exponential and logarithmic functions, computing with logarithms, and the slide rule. For teacher's guides and for other student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 041 SE 016 878

Secondary School Mathematics, Chapter 27, Logic, Chapter 28, Applications of Probability and Statistics. Teacher's Commentary.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—58p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$1.00)

Document Not Available from EDRS.

Descriptors—Curriculum, *Instruction, Logic, Mathematical Applications, Mathematics Education, Probability Theory, *Secondary School Mathematics, Statistics, *Teaching Guides

Identifiers—*School Mathematics Study Group, MSG

The teacher's guide for Unit 14 of this MSG series covers the chapter on logic and the chapter on applications of probability and statistics. The overall purpose for each of the chapters is described, the prerequisite knowledge needed by students is specified, the mathematical development of each chapter is detailed, behavioral objectives are stated, and a time schedule is suggested. Background information for key concepts, answers for all exercises in each chapter, and suggested test items are provided. For other teacher's guides and student texts in this series, see SE 016 852 through SE 016 879. (DT)

ED 083 042 SE 016 879

Secondary School Mathematics, Chapter 27, Logic, Chapter 28, Applications of Probability and Statistics. Student's Text.

Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—89p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif., 91109 (\$0.75)

Document Not Available from EDRS.

Descriptors—Curriculum, Instruction, *Instructional Materials, *Logic, Mathematical Applications, Mathematics Education, Probability Theory, *Secondary School Mathematics, *Statistics, Textbooks

Identifiers—*School Mathematics Study Group, MSG

One chapter in the fourteenth unit of this MSG series deals with logic; simple and compound statements, truth tables, logical equivalence, rules of a logical argument, proof, quantifiers, and negations are the topics covered. The second chapter of the unit discusses applications of probability and statistics, including random sampling, distribution of sample means, confidence intervals, Bernoulli trials, Pascal's triangle, the binomial distributions, estimating the true proportion of successes, and statistical hypotheses. See SE 016 852 through SE 016 878 for teacher's guides and for other student texts in this series. (DT)

ED 083 043 SE 016 896

Higgins, Jon L., Ed. Investigations in Mathematics Education, Volume 6 Number 3.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 73

Note—66p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription, \$6.00 year, \$1.75 single copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, Attitudes, Conservation (Concept), *Elementary School Mathematics, Logical Thinking, Mathematical Concepts, *Mathematics Education, Problem Solving, *Research Reviews (Publications), Teacher Education

Expanded abstracts and critical analyses are given for each of 14 research articles. Four articles involve variables affecting student achievement and attitudes; two each on teaching abstract concepts to young children, problem solving, conservation in young children, and children's understanding of logic and mathematical relations; one on variables affecting simple computation; and one on improvement of attitudes toward mathematics by preservice elementary school teachers. A list is given of all mathematics education research reports included in ERIC references (RIE and CUE) the previous quarter. (JP)

ED 083 044 SE 016 903

Elementary Science Guide, K-7. Virginia State Dept. of Education, Richmond. Div. of Elementary Education.

Pub Date 72

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, Course Content, Course Objectives, *Curriculum Guides, *Elementary School Science, General Science, Instructional Materials, Resource Materials, *Science Activities, Science Education, *Teaching Guides

This guide was prepared to assist elementary teachers in planning and implementing an activity-centered, conceptually-based science program. The guide consists of the following major sections: (1) Point-of-View, which sets forth a description of science, its role in the curriculum, the role of the teacher, and evaluation procedures which are compatible with a science program based on the active involvement of children in the learning process; (2) Objectives, which describes awareness, attitudes, skills, and understandings that should be developed through elementary science; (3) Process Skills, which identifies eleven basic skills necessary for effective "science." A summary chart illustrates the interrelatedness of skills at four stages in the elementary school. Teachers can guide skill development of individual children by means of the sequence described; (4) Planning for Safety, which describes safety conditions important in the program; (5) Conceptual Areas, which outlines and classifies the major content of elementary science into the following nine conceptual areas: Adaptation, Change, Equilibrium, Interrelationships, Motion, Organization, Space, Time, and Variety. Each of the nine areas is divided into five subsections: Living Things, Matter and Energy, Earth, The Universe, and Man and Technology; and (6) Suggested Bibliography

which lists professional books for science in the elementary school. (Authors/JR)

ED 083 045 SE 016 926

From Here, Where? A Space Mathematics Supplement for Secondary Levels.

National Aeronautics and Space Administration, Washington, D.C.

Pub Date 65

Note—184p.; Prepared in cooperation with the U.S. Office of Education

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, Instruction, *Instructional Materials, Integrated Activities, *Interdisciplinary Approach, *Mathematical Applications, Mathematics Education, Problem Solving, *Science Education, *Secondary School Mathematics, Space Sciences, Teaching Techniques

A number of space science resource materials and activities are developed into a useful format for classroom presentation. The application of mathematical properties in making scientific discoveries is the major emphasis. Each section has a discussion centered on the men and history behind the discovery of physical laws and phenomena relevant to space flight and exploration. The discussion provides interest and stimulation for the suggested experiments and problems. This document provides a valuable supplement for use with secondary school topics such as ratios, logarithms, vectors, analytic geometry and trigonometry. (JP)

ED 083 046 SE 016 931

Drake, Thomas S.

A Report on Elementary School Curriculum Mathematics Component, Project PRIMES: Progress Research in Meeting Elementary Standards.

Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, *Curriculum Evaluation, *Elementary School Mathematics, *Evaluation, *Mathematics Education, Program Evaluation

Identifiers—Research Reports

Project PRIMES (Progress Research in Meeting Elementary Standards) is a project charged with assisting Columbus (Ohio) public and parochial schools in an on-site evaluation of mandated areas. This report describes the project's implementation in seven public and two parochial elementary schools to evaluate their mathematics curriculum. Project staffers assist the principal and a group of teachers and parents from each school to design an evaluation instrument which will identify strengths and weaknesses in their program. The instrument used during this study is divided into nine sections: goals and objectives, curriculum, equipment, faculty, instruction, facilities, evaluation, administration, and in-service activity. The evaluation of each area is based on the school staff's "yes-no" responses to questions related to each area; a "yes" response denotes a positive aspects of the mathematics program. From the data collected at these schools, the staffs feel the areas of curriculum and equipment are strongest and the goals and objectives, evaluation, and in-service training are weakest. Specific recommendations are given for school and/or system action to strengthen the weak areas. Additional types of assistance needed from project staffers in aiding the schools to make such evaluations are also recommended. (JP)

SO

ED 083 047 SO 005 406

Abramson, Paul

Political Efficacy and Political Trust among Black Schoolchildren: Four Alternative Explanations.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date 5 Feb 71

Grant—OEG-0-70-2028(725)

Note—53p.; Paper prepared for the conference on "Political Theory and Social Education," Michigan State University, East Lansing, Michigan, February, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Black Community, Changing Attitudes, *Educational Sociology, Intelligence Differences, Literature Reviews, Negro Attitudes, Negro Education, Negro Role, *Political Attitudes, *Political Power, *Political Socialization, Racial Differences, *Racial Factors, Research Utilization, Self Concept, Social Attitudes, Social Environment, Social Structure

The goal of this paper was to evaluate four alternative explanations to account for low feelings of political effectiveness and political trust among black school children. A discussion of research findings related to political efficacy and trust and a review of other pertinent research are followed by definitions of the basic concepts in the paper. The normative implications of the findings seem to point out that political attitudes of childhood do persist to adulthood; thus to teach adult blacks to be politically effective, the political attitudes of young blacks must be changed. The alternatives that explain why racial differences may result are: 1) differences in political education within American schools; 2) social-structural conditions that contribute to low feelings of self-confidence among blacks; 3) differences in intelligence; and 4) differences in the political environment in which blacks and whites live. The assumptions and empirical consequences of each explanation are discussed. An evaluation of the alternatives concluded that social condition and political environment explanations have the greatest scope and therefore are the best explanations, especially if not considered as being mutually exclusive explanations. (Author/KSM)

ED 083 048 SO 005 985

Siggelkow, Richard A.

How to Use Recordings. How to Do It Series, Number 8.

National Council for the Social Studies, Washington, D.C.

Pub Date 67

Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25; Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Audiovisual Instruction, *Classroom Techniques, Elementary Education, Instructional Materials, Phonotape Recordings, Resource Materials, Secondary Education, *Social Studies, *Tape Recordings, *Teaching Methods, Teaching Models, *Teaching Techniques, United States History

Identifiers—*Oral History

This document lists various ways that a teacher can utilize recordings and transcriptions to achieve interest in the social studies classroom, and suggests some recordings that are particularly valuable as learning tools. Properly employed, these recordings can induce in students a feeling that they are personally acquainted with famous historical personalities and that they have been present during momentous past events, help in the formation of intelligent publication opinion, and increase a pupil's listening skills. Recordings include: "You Are There," and "I Can Hear It Now", each a series of recordings, "Mr. President: From FDR to Eisenhower," "Abraham Lincoln in Illinois," a play by Robert Sherwood, "Rendezvous with Destiny," "These Great Americans," a series of 15 minute biographies on famous Americans, "Who Built America," and "Voices of Freedom." Suggestions for the teacher include several evaluation questions to apply before using a particular recording. Lists are provided of distributors of tape recordings and transcriptions, of state recording libraries, of manufacturers of recording and playback equipment, and of useful books and catalogs. Related documents are: SO 005 979-SO 006 000. (OPH)

ED 083 049 SO 005 989

Collings, Miller R.

How to Utilize Community Resources. How to Do It Series, Number 13.

National Council for the Social Studies, Washington, D.C.

Pub Date 67

Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25; Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, *Community Resources, Community Study, Elementary Education, *Field Trips, Secondary Education, *Social Studies, Teaching Guides, *Teaching Methods

Designed for teachers who are unaware of desirable places to visit, of whom to contact, or of services and materials available to students, this pamphlet contains specific information on how to collect and construct a file of pertinent, available community resources. It will help the classroom teacher assemble and organize information about a large number of places which, though they vary from region to region, are available in every community. Sources of direct experiences to be found in many communities are listed under the headings of commercial, communication, cultural, governmental, historical, industrial, transportation, and recreational community resources. A guide is provided for teachers on how to construct a card file of pertinent, available community resources. Suggestions for planning a specific trip to correlate with classroom work; example illustrations of community experiences at different grade levels; and a discussion of contributions community members can make to the instructional programs are presented. Concluding the bulletin are discussions of the social studies teacher's role in introducing community resources, the limitations of community study; and some of the beneficial outcomes of using community resources. Related documents are SO 005 979 through SO 006 000. (Author/SJM)

ED 083 050 SO 005 991

Whipple, Gertrude

How to Introduce Maps and Globes: Grades One Through Six. How to Do It Series, Number 15.

National Council for the Social Studies, Washington, D.C.

Pub Date 67

Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25; Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, Elementary Education, Geographic Concepts, *Geography Instruction, *Map Skills, Resource Guides, Sequential Learning, *Social Studies, Teaching Guides, *Teaching Methods

This bulletin lists map concepts and skills in a workable, sequential order of teaching in grades 1 through 6. By using the grade level lists the teacher perceives his part in the total program. The list can also be used to test children before they advance to the next sequence. For each set of skills the bulletin outlines what to teach and suggested teaching methods. Skills are as follows: Grades 1 and 2, Providing a Wide Acquaintance With Landscape Features; Grade 3, Developing Readiness to Undertake Map-Reading; Grades 3 and 4, Introducing Flat Maps; Grade 4, Developing Initial Concepts in the Use of the Globe and More Complex Map Symbolization; Grade 5, Developing Fundamental Skills in the Use of Maps; and, Grade 6, Developing Advanced Map-Reading Skills. Following the entire grade level list, sources of classroom globes and maps are given. Related documents are SO 005 979 through SO 006 000. (Author/SJM)

ED 083 051 SO 005 992

Wilson, Mary C. Miller, Jack W.

How to Use Multiple Books. How to Do It Series, Number 16.

National Council for the Social Studies, Washington, D.C.

Pub Date 65

Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25; Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, Elementary Education, *Instructional Materials, *Reading Materials, Secondary Education, *Social Studies, Teaching Guides, *Teaching Methods

Suggestions are offered in this bulletin to provide insight and encouragement to elementary and secondary social studies school teachers for using a wide variety of instructional materials, including multiple books, in their classrooms. The rationale for using multiple books is introduced. Tips for teachers are provided on types of materials, and on how to select, obtain, and use multiple reading materials. A major portion of the bulletin centers on questions that teachers most often ask about using multiple reading materials, along with answers from accepted research and present trends. The topics of such questions focus on the reading difficulty of multiple books, the use of one or more basic textbooks, having all pupils read about one question at the same time, small group study, use of study guides, discrepancies in facts, oral reading, time devoted to reading varied materials, home study, and evaluation. Related documents are SO 005 979 through SO 006 000. (SJM)

ED 083 052 SO 005 993
Hasby, Lawrence O.

How to Plan for Student Teaching. How to Do It Series, Number 18.
National Council for the Social Studies, Washington, D.C.
Pub Date 66
Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25; Quantity Discounts)
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Audiovisual Aids, *Classroom Techniques, College Supervisors, Cooperating Teachers, Course Objectives, Evaluation Criteria, Interprofessional Relationship, Lesson Plans, *Preservice Education, Problem Solving, Self Evaluation, *Social Studies, Student Teacher Relationship, *Student Teaching, Teacher Role, Teaching Guides, *Teaching Methods, Teaching Techniques, Unit Plan

The purpose of this bulletin, one of a series designed to aid social studies teachers, is to serve as a guide for planning and building activities and experiences which will ultimately produce sound teaching procedures. Objectives are provided in order to evaluate activities in terms of specific objectives which have been agreed upon. The relationships of the student teacher with the professional personnel, the college supervisor, the supervising teacher, and consultants, are outlined. How to questions are answered for such areas as getting established in the community and the school, building pupil-teacher relationships, planning for classroom instruction, deciding what methods to use, developing unit organization and problem-solving methods, and using audio visual materials. Nine criteria are suggested for self-evaluation at the end of the student teaching period. Related documents are SO 005 979 through SO 006 000. (KSM)

ED 083 053 SO 005 994
Giles, Lawrence E. Renfrow, Omer

How to Study a Class. How to Do It Series, Number 19.
National Council for the Social Studies, Washington, D.C.
Pub Date 65
Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25; Quantity Discounts)
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Communication, *Classroom Environment, Classroom Observation Techniques, Classroom Techniques, Diagnostic Teaching, Evaluation Techniques, Group Behavior, *Group Dynamics, Individual Development, Measurement Instruments, Noninstructional Responsibility, Peer Relationship, Personal Values, Records (Forms), Social Studies, Student Ability, *Student Characteristics, Student Needs, Student Teacher Relationship, *Teacher Role, Teaching Techniques

This guide, one of a series designed to aid the social studies teacher, discusses the importance of a class study, offers suggestions for collecting information, a convenient form for recording the data, and suggestions for its analysis and use. The class study plan is presented in two parts: a study and composite picture of individuals of the class, and a study of the class as a group. The information

provides analysis of the class as individuals for diagnostic purposes, as well as an understanding of the dynamics of the group's interaction. The composite picture includes general data on each individual, his academic competence, personal perceptions, and extra-school factors. The class as a group is examined for its structure, satisfaction of needs, group perceptions and behavior, and general class atmosphere. Utilization of the class study includes spotting future problems, meeting existing problems, pupil teacher planning, and evaluating the class and the teacher. A copy of the form is included. Related documents are SO 005 979 through SO 006 000. (KSM)

ED 083 054 SO 005 995
Zeleny, Leslie D.

How to Use Sociodrama (Practical Exercises in Role-Interaction). How to Do It Series, Number 20.

National Council for the Social Studies, Washington, D.C.
Pub Date 64
Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25; Quantity Discounts)
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, *Classroom Techniques, Elementary Education, Emotional Experience, Human Relations, Interaction, Role Perception, *Role Playing, Secondary Education, Social Relations, *Social Studies, *Sociodrama, Teaching Guides, Teaching Methods, *Teaching Techniques

The purpose of this bulletin, one of a series designed to aid the social studies teacher, is to explain the use of sociodrama in the classroom. An eight-step procedure for development of the sociodrama is described. Purposes of sociodrama are discussed and three major types of sociodrama are identified: the life problem, the problem story, and the social issue. Areas of study in which sociodrama may be used are suggested: these include contemporary affairs, world history, and United States history among others. A summary defines sociodrama as a re-creation of a dilemma in human relations through spontaneous and faithful enactment of the roles with the accompanying feelings involved in the situation. Objectives for students to achieve in the process of participating in a sociodrama are enumerated. Three sections of a selected bibliography cover materials on the theory of sociodrama and role-playing, sociodrama in the elementary school, and sociodrama in the secondary school. Related documents are SO 005 979 through SO 006 000. (Author/KSM)

ED 083 055 SO 005 996
Davis, Nelda

How to Work with the Academically Talented in the Social Studies. How to Do It Series, Number 21.

National Council for the Social Studies, Washington, D.C.
Pub Date 66
Note—6p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25; Quantity Discounts)
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Advanced Students, Bibliographies, *Classroom Techniques, Creative Teaching, Critical Reading, Critical Thinking, Educational Objectives, *Gifted, *Language Skills, Reading Material Selection, Research Skills, Secondary Education, *Social Studies, Speech Skills, Student Evaluation, Teacher Role, *Teaching Methods, Teaching Techniques, Writing Skills

This guide, one of a series designed to aid social studies teachers, deals with methods for providing for the academically talented. After pointing out the problems of identification, basic principles for special to regular class programs are discussed. Suggested activities and methods for the social studies cover the areas of reading, creative projects, news coverage, oral activities, and seminars, clubs and other resources. Each of these areas is examined for creative ways to teach social studies skills to the superior student. A summary of the guide offers seven goals by which to evaluate the work of the academically talented in social studies. A bibliography includes general

information on the gifted, as well as information in the field of the social studies specifically. Related documents are SO 005 979 through SO 006 000. (KSM)

ED 083 056 SO 005 997
Friedman, Kopple C.

How to Develop Time and Chronological Concepts. How to Do It Series, Number 22.

National Council for the Social Studies, Washington, D.C.
Pub Date 64
Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25; Quantity Discounts)
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Arithmetic, *Classroom Techniques, Concept Formation, Concept Teaching, Elementary Education, History Instruction, Learning Activities, Secondary Education, Skill Development, *Social Studies, Teaching Guides, *Teaching Methods, Teaching Techniques, *Thought Processes, *Time Perspective, Vocabulary Development

Identifiers—Chronology
The purpose of this bulletin, one of a series designed to aid the social studies teacher, is to suggest methods for developing accurate concepts of time and chronology. The importance of these concepts and the instructional problems they present is discussed. A chart offers one basis for a program of grading the skills to be emphasized in time and chronology as part of a comprehensive study of skills in the social studies. Examples of paper and pencil exercises are presented for skills involved with words and phrases descriptive to time, arithmetical associations and dates, dates and their centuries, time lines, consistency in time judgment, personal-social time relationships, family tree, comparison of generations, temporal absurdities, comparative duration of historical periods, and historical periods and their characteristics. A bibliography is included. Related documents are SO 005 979 through SO 006 000. (KSM)

ED 083 057 SO 005 998
Keith, Pauline A. Karish, Paul J.

How to Teach Library Research Skills in Secondary School Social Studies. How to Do It Series, Number 23.

National Council for the Social Studies, Washington, D.C.
Pub Date 68
Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25; Quantity Discounts)
EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, History, *Library Skills, Research Methodology, *Research Skills, Secondary Education, Sequential Learning, *Social Studies, Teaching Guides, *Teaching Methods

Following a brief rationale for teaching research skills in secondary school social studies, this bulletin is organized into two major parts. Rather than on writing the paper as an end in itself, emphasis is on the basic purpose of research procedures. Part one contains directions for students to follow in developing research projects. Ten steps focus on selection of a topic, background reading, secondary works, primary source material, note making, outlining, writing, quotations, and footnote logic and procedure. Although the examples relate to historical papers or reports, the same general approach may be applied in other secondary school social studies classes. Part two contains suggestions on how to establish and operate a sequential social studies library research program. Step by step approaches to teaching the research assignment over a period of fifteen days are given, in contrast to the presentation of a total research assignment which places most students in a quandary. A short final section consisting of selected references for teachers concludes the pamphlet. Related documents are SO 005 979 through SO 006 000. (SJM)

ED 083 058 SO 006 090
Oswald, James M.

Research in Social Studies and Social Science Education: Introduction, Analyses, and Reviews of Research.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Report No.—SSEC-Pub-149

Pub Date 72

Note—305p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (\$8.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement, Bibliographic Citations, Classroom Research, Curriculum Research, *Educational Research, Experimental Curriculum, Reference Books, *Research Reviews (Publications), Resource Guides, *Social Sciences, *Social Studies, Teacher Behavior, Teacher Education, Teaching Methods

An overview of the development of research in social studies education, representing investigations made during this century up to 1970, is presented in this reference handbook. The guide, designed to aid researchers in the field, is arranged in three main sections. In the first section, Research in Social Studies and Social Science Education, available resources are introduced, including procedures for obtaining facsimile documents from major repositories. Secondly, an analysis of the field of social studies research is provided. The major portion, section three, is devoted to a series of twelve articles appearing between 1941 and 1970 in publications of the American Educational Research Association and of the National Council for the Social Studies. Each of the articles, written by an authority in the field of social studies/social science education, is reprinted in its original form, including a bibliography. Two appendices are presented on The Social Studies Educator and on Experimental Classroom Studies of Teacher Training, Teaching Behavior, and Student Achievement. Subject and author indices conclude the reference work. (Author/SJM)

ED 083 059 SO 006 112

Hartoonian, H. Michael

A Disclosure Approach to Value Analysis in Social Studies Education: Rationale and Components.

Pub Date 73

Note—38p.; Paper delivered at the Third Annual Conference on Social Education and Social Science, Michigan State University, May, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, Concept Formation, Ethical Values, *Fundamental Concepts, Individual Differences, *Language Patterns, Metaphors, Models, Moral Values, Narration, Personal Values, Psychological Patterns, Self Actualization, Semantics, *Social Studies, Symbolism, *Values

Identifiers—Values Education

This paper presents a rationale for a disclosure approach to value analysis and describes the components of this approach, which involves student construction of value profiles of his own mythic thought, or mental framework, vis a vis a specified concept. The rationale is discussed in terms of the relationship between value study and mythic thought, delineating the components needed to complement the present state of the art relative to value study in social studies education analyzing mythic thought and narrative explanation, and outlining an approach to value education through the use of narratives to investigate value positions. The components of the disclosure approach include the explanatory power of the narrative and mythic thought of the author, the use of metaphor, the nature of value concepts, construction and use of value continua, development of a value profile, and augmentation of personal definitions. The example given of the process, which includes a classification scheme for value analysis utilizing clarification questions for use in small groups, is based on the concept of justice. (Author/KSM)

ED 083 060 SO 006 140

McKay, Edgar B.

The Development of a Curriculum for the Study of Canada in the Elementary School System of Maine. Final Report.

Maine Univ., Orono. New England - Atlantic Provinces - Quebec Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-A-042

Pub Date Dec 72

Grant—OEG-1-71-0011(509)

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Area Studies, Cross Cultural Studies, *Cultural Education, *Curriculum Development, Curriculum Evaluation, Curriculum Guides, Curriculum Planning, *Curriculum Research, Educational Objectives, Elementary Grades, Individualized Instruction, *Intercultural Programs, Learning Activities, Material Development, Projects, *Social Studies, Social Studies Units

Identifiers—*Maine

Five Learning Activity Packets (LAPS) of Canadian-American materials were written in an attempt to upgrade and broaden the content and widen the international understanding of the elementary students of Maine by means of an individualized learning approach. This report describes the development of the project and the procedures followed in preparation of the curriculum materials. The effectiveness of the project is evaluated and recommendations based on the evaluations are made. Appendices include a copy of the proposal, lists of project participants, book inventories, bibliographies, copies of the LAPS, suggested procedures for development of LAPS, evaluation forms, and matrix tabulations of project data. Related documents are SO 006 141-145. (SHM)

ED 083 061 SO 006 146

Anthropology and Language Science in Educational Development. Educational Studies and Documents Number 11.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—60p.

Available from—Unipub, Inc., Post Office Box 433, Murray Hill Station, New York, New York 10016 (\$1.50)

Document Not Available from EDRS.

Descriptors—Advisory Committees, *Anthropology, Conferences, Reports, *Educational Anthropology, *Educational Development, Educational Methods, Educational Planning, Educational Policy, Educational Research, *International Education, Language Instruction, *Linguistics, Multilingualism, Native Speakers, Policy Formation, Sociocultural Patterns, Sociolinguistics, Speeches

This publication consists of papers presented at the meetings of two advisory groups convened at Unesco. Internationally-known consultants were invited to assist in developing a program dealing with the sociocultural and linguistics adaptation of the content and methodology of education. At one meeting, concerned with the contribution of educational anthropology and sociolinguistics to educational development, definitions of the field of anthropology and sociolinguistics were provided, current applications in educational planning and development were described, and new methods were introduced which may be derived therefrom. The second meeting, on the role of linguistics and sociolinguistics in language education and planning, covered mother-tongue and multilingual education, the uses and role of languages in various cultural settings, and set priorities on the formulation of national language policy, planning, and educational programs. The papers explore subjects treated in these meetings and provide illustrations of complex sociocultural and linguistic problems and solutions. These contributions indicate the nature of current research and development activities. The publication is intended for teachers, educational planners and decision-makers, and those concerned with education in national development. (Author/KSM)

ED 083 062 SO 006 165

The Dynamics of Life Skills Coaching.

Saskatchewan NewStart, Inc., Prince Albert; Training Research and Development Station, Prince Albert (Saskatchewan).

Pub Date Mar 73

Note—245p.

Available from—Saskatchewan New Start Inc., P.O. Box 1565, Prince Albert, Saskatchewan, Canada (\$4.95)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Adult Counseling, Adult Education, Adult Educators, Behavior Patterns, Community Education, Counselor Role, Evaluation Methods, *Family Life Education, Group

Discussion, *Group Dynamics, Guides, Human Relations, Models, *Personal Growth, *Problem Solving, Questioning Techniques, Role Playing, Self Actualization, Sensitivity Training, Skill Development, Video Tape Recordings

This book is used throughout the life skills coach training course. The content focuses on increasing the understanding the training material and to assist in coaching life skills students. The course, based on adult training and counseling methods, involves the development of problem-solving behaviors in the management of personal affairs. The book covers the same material as the coaching manual, with the addition of an overview of the life skills course and the coach training course, and student evaluation methods. The units cover principles and practices of structured group process, creative problem solving skills, structured human relations training, developing courses of action, essential life skills coaching skills, coaching skills, coaching practicum, and evaluating student progress. The balanced self-determined behavior model for interpersonal behavior and coaching skills such as role playing, questioning techniques, the case method, and discussion leading, are dealt with at length. Student evaluation forms and samples are included. (This life skills coach training course is ED 070 846; other related documents are ED 068 741, ED 072 183, and ED 074 219.) (KSM)

ED 083 063 SO 006 166

Silverman, Ronald H.

All About Art.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 67

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Appreciation, *Art Education, Ceramics, Cultural Education, Design Crafts, Elementary Education, Graphic Arts, Handicrafts, Painting, Personal Values, Photography, Sculpture, Textbooks, *Visual Arts, Visual Literacy, Vocabulary Development

This is an experimental textbook for teaching about the visual arts at the elementary level. The content answers five questions about art: what is art; who makes art; what are the sources for art; why is art important to you; and why is art important to society. At the end of each section of the text is a set of questions and suggestions for individual activities. New words are capitalized and important concepts underlined. Black and white illustrations are plentiful. (KSM)

ED 083 064 SO 006 167

Lippitt, Ronald O. Fox, Robert S.

Identifying, Documenting, Evaluating, and Sharing Innovative Classroom Practices.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Report No.—D-137

Pub Date 73

Contract—OEC-4-10-197

Note—26p.; Adapted from a portion of a final project report, "The Innovation and Sharing of Teaching Practices," ED 030 297

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), Diffusion, Documentation, *Educational Change, *Educational Innovation, Evaluation Criteria, Evaluation Methods, Force Field Analysis, Identification, Information Dissemination, Interinstitutional Cooperation, Interpersonal Relationship, Interprofessional Relationship, Organizational Climate, Projects, Questionnaires, Rating Scales, Surveys, *Teacher Behavior, *Teaching Techniques

A survey of teaching practices and a face-to-face sharing institute were designed for an experiment to identify innovative practices, to legitimize the sharing of them, and to develop criteria for evaluating the relevance and importance of particular inventions. This experiment was part of a project involving a state organization of teachers and teams of teachers in local school systems in which the former provided an organizing link and the latter acted as researchers and disseminators. A questionnaire discovered new educational practices which were evaluated by a rating scale especially developed for the project. Documentary descriptions of each nominated practice were placed in a catalogue and distributed to participating schools. The teachers' response to the catalogue was measured

by a postcard questionnaire. A field analysis of the factors supporting and hindering active innovation resulted in a sharing institute focused on the resistance to diffusion. The objectives, design, operation plans, and program outline of the institute are followed by staff observations. Three nominated teaching practices, the rating scale, a documentary description from the catalogue, and the field analysis are reproduced. (Author/KSM)

ED 083 065 SO 006 177

To Explain the Other to Myself. A Preliminary Discussion Paper on World Studies in Schools. One World Trust, London (England). Pub Date 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, Curriculum Development, *Educational Objectives, Instructional Materials, *International Education, Secondary Education, *Teaching Methods, *World Affairs

Identifiers—*Worldmindedness

As part of a broad effort to develop qualities and attitudes of mind implied by phrases such as "global perspective" and "worldmindedness," this paper considers the main practical and theoretical questions which are likely to arise in developing a world studies unit in secondary schools. Three major sections comprise the paper. The first section surveys the main subject areas of world studies and includes an overview. This section is concerned with factual content which takes the form of a series of brief quotations from authoritative writings, novels and plays, and from young people, and also includes a series of actual examination questions which a pupil might be expected to answer at the end of a course. In the second section, methods and materials, five general approaches in which world studies may be undertaken in practice are outlined. Educational objectives are discussed in the third and final section. (SJM)

ED 083 066 SO 006 179

Laska, Shirley Bradley

Role Models and Occupational Knowledge: A Study in Adolescent Socialization. Final Report. Tulane Univ., New Orleans, La. Dept. of Sociology.

Pub Date 31 Jan 73

Note—345p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-218 932, MF \$1.45, HC \$6.00)

Document Not Available from EDRS.

Descriptors—Adolescence, Ethnic Groups, Grade 12, Models, *Occupational Aspiration, Questionnaires, *Role Models, Social Behavior, *Socialization, Social Mobility, Social Psychology, Socioeconomic Status, Student Attitudes, Surveys, Theories, *Vocational Interests, Youth

Identifiers—New Orleans (Louisiana)

A sample of 468 seniors from five public high schools in New Orleans were administered a questionnaire designed to elicit attitudes and experience pertaining to their occupational socialization. This research was organized in terms of a behavioral model of the social processes which lead to a particular level of knowledge about the aspired occupation. The initial determinants are the adolescent's race and socioeconomic status as they influence the difference between his social status and that of his aspiration. This difference is studied as the cause of the social distance between the adolescent and his role model for the aspired occupation. (Author)

ED 083 067 SO 006 182

Petit, M. Loretta

The Need for Comparative Education Research to Concentrate on the Cultural Revolution within the United States.

Pub Date Mar 73

Note—5p.; Paper delivered at the Annual Comparative and International Education Society Meeting, San Antonio, Texas, March, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Culture, *Comparative Education, Cross Cultural Studies, Cultural Awareness, Cultural Differences, Cultural Interrelationships, *Cultural Pluralism, Curriculum Problems, Democratic Values, Dissent, *Educational Change, Futures (of Society), Intercultural Programs, Research Needs, Revolution, Sociocultural Patterns, Subculture

Comparative education research and courses are needed to identify real revolutionary movements in the current cultural revolution in the United States. The presence of cultural revolution is indicated by, among other things, the development of microcultures. Intransigent instead of cross-national studies are of importance in the next few years to understand this cultural revolution. There are several problems with implementing this new focus, but a broad knowledge of the components of American culture are needed, as well as a preparation in the study of the processes used in understanding cultural revolution. Multicultural education would teach the desirability of cultural pluralism, and would purport to bring about interaction among groups in the nation. The discipline of comparative education is suited to the study of this interaction: the tools of scientific investigation; the methodology of area studies; the analysis and interpretation of cultural patterns within the framework of a whole culture. Students could be sensitized to cultural change, and develop renewed interest and sharpened awareness of the nature of cultural revolution as participants in the process. (Author/KSM)

ED 083 068 SO 006 194

Teacher's Guide for the American: His Heritage, Rights, Responsibilities. An Introduction to the Social Sciences and Humanities.

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.

Pub Date 72

Note—237p.

Available from—School Administration Building, Media Center, 5225 West Vliet, Milwaukee, Wisconsin 53201 (\$6 for Volume I, Volume II, and Teacher's Guide; Sold as Package)

Document Not Available from EDRS.

Descriptors—Activity Units, *American Culture, *American Studies, Course Content, Course Objectives, Fundamental Concepts, Grade 7, *Humanities, Instructional Materials, *Interdisciplinary Approach, Learning Activities, Museums, Newspapers, Resource Materials, *Social Studies, Teaching Guides

This is a teacher's guide for a seventh grade social studies course designed to help students better understand themselves by examining the physical aspects and the social systems of the world. Background information, objectives, and a course outline are provided in the introduction. For each unit of the course there is an introduction and suggested materials. The structure of each teaching unit consists of content, both generalizations and contributing concepts, and suggested learning experiences of basic and supplementary activities to be coordinated with the concepts. Charts, maps, and a museum guide support certain activities described. Volume I of the curriculum guide is ED 070 701; volume II is SO 006 195. (KSM)

ED 083 069 SO 006 195

The American: His Heritage, Rights, Responsibilities. An Introduction to the Social Sciences and Humanities. Volume 2.

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.

Pub Date 72

Note—332p.

Available from—School Administration Building, Media Center, 5225 West Vliet, Milwaukee, Wisconsin 53201 (\$6 for Volume I, Volume II, and Teacher's Guide; Sold as a package only)

Document Not Available from EDRS.

Descriptors—Activity Units, American Culture, American Government (Course), *American Studies, City Government, Curriculum Guides, Economic Education, Family Life, Grade 7, *Humanities, *Interdisciplinary Approach, *Social Studies, *Social Systems

The curriculum guide for the second semester seventh grade social studies course is designed to help students better understand themselves by examining the physical aspects and the social systems of the world. Emphasis is on gaining insight into the way groups operate in ways approved by society, specifically into ways in which the social standards and social systems of the United States operate. Activity suggestions encourage discussion and problem solving in the classroom. The eight chapters of this interdisciplinary course include: Looking Back and Looking Ahead; The American Family; The American Educational System; The American Economic System; The American Governmental System; The City of Milwaukee and Its Government; Mil-

waukee County and Its Government; The State of Wisconsin and Its Government; The United States and Our National Government; Getting It All Together. Students are encouraged to supplement the course with magazines, books, slides, and films. Volume I, the first semester curriculum guide, is ED 070 701; the Teacher's Guide is SO 006 194. (KSM)

ED 083 070 SO 006 196

Corbett, Majorie And Others

A Curriculum Guide for the Humanities-1971.

Jefferson Public Schools, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 71

Note—128p.; Developed with funding from ESEA Title III

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Art Appreciation, Bibliographies, Comparative Analysis, *Creative Development, Curriculum Guides, Enrichment Activities, *Humanities, Instructional Materials, Learning Laboratories, *Literature Appreciation, Measurement Instruments, *Music Appreciation, Rating Scales, Secondary Education, Teaching Guides, Team Teaching

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The objectives of this curriculum guide for the humanities are to provide a course which explores music, drama, art, and literature, educating the aesthetic responses and motivating the attitudes of students, in addition to giving them a laboratory experience for individual exploration and introducing them to the relationship of the arts and the everyday world. The guide consists of five units: the elements in the arts; the arts as a form of spiritual expression; the arts and man's surroundings; innovative movements in the arts; and twentieth century arts. Each unit is divided into a section on art, literature, and music. Each section begins with a statement of objectives and contains an outline of procedures and corresponding materials used in the team presentations. A discussion of the three evaluation devices, a Creativity Response check list, a student and teacher Project Evaluation, and a rating scale for the Creativity Response device, is followed by sample forms. A bibliography for each content area is provided. (KSM)

ED 083 071 SO 006 205

Impact: Interdisciplinary Model Programs in the Arts for Children and Teachers. Final Report. Pennsylvania State Univ., University Park.

Spons Agency—Office of Education (DHEW), Washington, D.C. Arts and Humanities Program.

Pub Date Mar 73

Grant—OEG-0-70-2089; OEG-0-70-2098; OEG-0-70-2099; OEG-0-70-2104; OEG-0-70-2105

Note—340p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Aesthetic Education, Affective Behavior, Art Appreciation, *Art Education, Art Expression, Artists, Art Teachers, Change Agents, *Curriculum Development, Curriculum Enrichment, *Educational Change, Evaluation Methods, Human Resources, Inservice Teacher Education, *Interdisciplinary Approach, Models, Projects, School Environment, Summative Evaluation, Teacher Workshops

Identifiers—IMPACT

This is a final report on five demonstration programs developed by four professional arts education associations. The program, which had a primary concern of retraining teachers, had for its goals: the reorientation of the school climate towards the arts and affective learning; development of educational programs of high artistic quality in each art area; conducting of inservice programs to retrain those involved in the program; the infusion of the arts into all aspects of the school curriculum; and utilization of artists, performers, and educators from outside the school system. This report presents an overview of the project and its evaluation procedures. The programs at each of the five sites are described as to setting, objectives, strategies for change, evidence of change, and concluding observations. The results of the evaluation discuss the findings pertinent to each of the objectives, as well as general observations on the effects of the program and recommendations in regard to curriculum change in general and in the arts specifically. (KSM)

ED 083 072 SO 006 208

Wiley, Karen And Others
SADMESS. Student Assisted Development of Materials for Environmental and Social Studies. Final Report.

Social Science Education Consortium, Inc., Boulder, Colo.
 Spons Agency—Office of Education (DHEW), Washington, D.C.
 Report No.—SSEC-Pub-153
 Bureau No.—BR-1-0793
 Pub Date 73
 Grant—OEG-0-71-4577(508)
 Note—285p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$8.00; Publication Number 153)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Community Involvement, Educational Innovation, *Environmental Education, *Experimental Programs, Futures (of Society), Grade 12, Projects, School Community Programs, *Social Studies, *Student Developed Materials, Student Projects, Student Volunteers, Work Experience Programs

Identifiers—Environmental Problems

In June, 1971, the Social Science Education Consortium (SSEC) received a grant for a project—namely, Student Assisted Development of Materials for Environmental and Social Studies (SADMESS)—which employed high school students to develop curriculum materials emphasizing the social science aspects of environmental education. SADMESS personnel consisted of professional educators and staff of SSEC, and 8 students from local high schools in Boulder, Colorado. Two books were developed by the project staff: "Sunshine Unfolding," (SO 006 207), which focuses on the philosophical/religious approaches to man, and the "Boulder Experiments Scrapbook," (SO 006 206), which describes the seven month project that culminated in a large community environmental fair. This final report describes the project, from the initial funding by the Office of Environmental Education through recruiting of staff, orientation, planning the projects, tying up loose ends, and evaluation. A Fiscal Report is included, as well as logs kept by the students and professional staff giving an idea of the progress made during the year. Eleven appendices are included. (OPH)

ED 083 073 SO 006 214

"Toward Acceptance." A Title III Program, 1969-72.

Bainbridge Island School District 303, Wash.

Pub Date 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, *Cultural Education, Cultural Enrichment, Curriculum Development, *Curriculum Enrichment, *Educational Improvement, Educational Objectives, Educational Planning, *Educational Programs, Ethnic Studies, Evaluation, Filipino Americans, Individualized Instruction, *Minority Groups, Program Descriptions, Projects, Remedial Programs, School Community Cooperation, Social Studies, Surveys

This project report describes a program designed to increase the effectiveness of the general educational program for the Filipino-Indian community in the Bainbridge Island School System. The rationale is based on the need for improved home-school contact and communications, the need for improved average daily attendance, and the need for improved cultural enrichment of the curriculum through additional ethnic studies. The project is designed to include three basic components: a) cultural enrichment of social studies; b) individualized programs of remedial activities in the tool subjects; and c) use of home-school liaison aides and other non-certified staff from the Filipino-Indian community. Description is given of the scope of the program, parent-community involvement, and the budget for the program. An evaluation is made and data from the study is presented. Appendices include three surveys used in evaluating the program and an outline for a course in the history of Filipino-American Culture. (SHM)

ED 083 074 SO 006 217

Adams, Jan S.
Interdisciplinary Programs in International Studies.

Pub Date 72

Note—5p.; Paper delivered at the 1972 meeting of the International Studies Association, Dallas, Texas

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, College Curriculum, Cooperating Teachers, Curriculum Development, *Curriculum Problems, Departmental Teaching Plans, *Educational Innovation, Intellectual Disciplines, *Interdisciplinary Approach, *International Education, Interprofessional Relationship, Program Descriptions, Success Factors, Teacher Attitudes, Undergraduate Study, Universities

Problems of an interdisciplinary program in university environments where traditional departments have top-billing are the focus of this paper. General conditions that exert a drag and positive factors facilitating the development and implementation of an interdisciplinary international studies program are outlined. The status of undergraduate international studies at Ohio State University is reviewed, noting the program's origins and organization. The emphasis of the paper is on the problems of the Center for Undergraduate International Studies. These problems generally result from the attitudes of other departments and faculty towards international studies, the concerns in offering area courses, and the development of the international studies major. (KSM)

ED 083 075 SO 006 218

Fedder, Edwin H.

The Prospects for Educational Research in International Studies.

Pub Date 15 Mar 72

Note—6p.; Presented at the Annual Meeting of the International Studies Association, Dallas, Texas, March 15, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Improvement, *Educational Needs, Educational Problems, *Educational Research, Inservice Teacher Education, *International Education

Identifiers—*International Studies Association

Current approaches and programs toward teaching in the international education area tend to be casual and ambiguous. Two existing problems center on: 1) a lack of conceptual agreement and explicitness of meaning of terms by authors and teachers who in turn convey this vagueness to students; and 2) the lack of sustained concern with teaching technologies. How and what is taught in international studies courses needs to be a major concern. The International Studies Association (ISA) can assist faculty and institutions concerned with improving educational quality by designing international studies programs. The first of three suggestions is that the ISA could establish a consultation service offering help to departments wishing to reform and develop curriculum; to establish standards; and to serve as a professional accrediting service. Secondly the ISA could develop a series of in-service programs, regional workshops, and related activities to provide for the retraining of faculty. In addition to consultation services and institutes, the ISA could establish and publish a professional journal principally concerned with questions of international studies education. (SJM)

ED 083 076 SO 006 219

Anderson, Lee F. And Others

Report of the Task Force on International Studies Education.

Pub Date 14 Mar 72

Note—11p.; A report to the International Studies Association, Education Commission, 13th Annual Convention, Dallas, Texas, March, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Curriculum Development, *Diffusion, *Educational Research, *Information Dissemination, *International Education, Objectives, Professional Associations, Program Descriptions

This report discusses the progress of a task force interested in improving the quality of teaching and sophistication of student knowledge in the area of international relations and international studies. The report has two sections, history and organization, and a progress report. The first section outlines the rationale, goals and specific areas of work of the commission. The main goal is to facilitate the transmission of international studies scholarship resources to a variety of educational targets. The task force structure and program are outlined in relation to imple-

mentation of these goals. The second section describes the task force's basic assumptions and activities. Activities include a target client search, curriculum materials development and collection, diffusion and publishing efforts, funding and task force membership. The two major groups working on pre-collegiate education are recognized along with other organizations working on aspects of pre-collegiate international studies education. (KSM)

ED 083 077 SO 006 289

Gil, David G.

Praxis in the Human Services as a Political Act.

Pub Date 27 Feb 73

Note—26p.; Presented at the 19th Annual Program Meeting of the Council on Social Work Education, San Francisco, California, February, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, Change Agents, Disadvantaged Groups, Economic Change, Economic Factors, *Human Services, Models, Policy Formation, Political Attitudes, *Political Science, Political Socialization, Professional Services, Revolution, Role Perception, *Social Action, *Social Change, *Social Problems, Social Systems, Sociocultural Patterns, Speeches

The purpose of this paper is to develop a rationale for the conscious integration of a political component into professional practice. The rationale involves a re-definition of professional roles in the human services as a powerful means of political struggle. The aim of the political strategy is to eliminate the sources of social, economic and political inequalities, the underlying causes of social problems with which the human services profess to be concerned. A model for the study of social problems and policies is illustrated by a chart of the forces which interact with key processes of social policies. The poverty syndrome is used as an example in investigating the sources of inequalities within capitalism. A strategy to eliminate such sources is to replace the economic and political system with an alternative, achieved through a fundamental change of consciousness of social reality and the perceptions of self-interest by much of the population. Consequently, professional practice in the human services would become an important factor in effecting this comprehensive cultural and institutional change. This paper is based on the author's book, "Unravelling Social Policy: Theory, Analysis and Political Action Toward Social Equality." (Author/KSM)

ED 083 078 SO 006 290

Graduate Training for Communication and Social Development.

Chicago Univ., Ill. Communication Lab.

Pub Date 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Communication, *Communication (Thought Transfer), Community Development, *Educational Programs, Family Planning, *Graduate Study, Information Theory, Population Education, *Social Development, Social Sciences

The Communication Laboratory, established in 1971, was brought into existence by the world population crisis. Two specializations of the program include: 1) the production of materials for interpersonal and mass media programs that are designed to induce a desired change through persuasive communication, and, 2) research in communication as a discipline within the social sciences. Hence, the lab division of two sections - The Communication Production Laboratory and The Communication Research Laboratory - reflects this twofold emphasis. Study in communication may be pursued at the Master's level, Doctoral level, or short term residencies. The curriculum is based on four principles: academic training in basic theory and empirical research; practical experience in communication research and evaluation; comprehensive and critical review of research literature on human learning and persuasive communication and the role of education and communication in social and economic development; and practical experience in applied communication. While the Production Laboratory goals range from developing communication materials and programs to conducting group training programs, the Research Laboratory's objectives focus on conducting experiments and research in fields of communication study. (SJM)

ED 083 079

SO 006 293

McKeown, Robin J.

Toward International Understanding in the American Secondary Schools.

Pub Date 16 Jun 73

Note—11p.; A Report to the Hawaii Conference of the Joint Committee on United States-Japan Educational and Cultural Cooperation, Hilo, Hawaii, June 16, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Culture, *Cooperative Education, Cross Cultural Studies, Cultural Awareness, Cultural Interrelationships, Curriculum Development, Educational Change, *Educational Development, Educational Improvement, *Educational Objectives, Educational Programs, Educational Theories, *International Education, Material Development, Projects, Secondary Schools, *Social Studies, Speeches Identifiers—*Worldmindedness

Stages in the development of international and intercultural education in the American secondary schools are discussed in this report. The author describes different sets of rationale for teaching toward international understanding which have evolved through the years. Cited are six social studies projects which represent productive materials and programs being developed for the secondary schools. Suggestions of methods intended to improve international understanding in American schools are presented. These include proposals for use of educational resources from other countries which might assist the schools in this country to realize their objectives related to international understanding. (SHM)

ED 083 080

SO 006 295

Lynn, Georgianna A. Bishop, Lloyd K.

The Relationship of Students' Personality Structure, Socioeconomic Background, and Program Placement to Their Perception of the Organizational Characteristics of Select Public High Schools.

Spans Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Pub Date 72

Grant—OEG-2-710042

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Correlation, Environmental Influences, Factor Analysis, High Schools, *Individual Needs, Measurement Instruments, *Personality Studies, Research, *School Environment, Socioeconomic Background, *Socioeconomic Influences, Student Ability, Student Needs, Student Placement, Students, *Student School Relationship, Tracking

This study proposed that the interaction of student personality and school environment is influential in the development of normative climates. Two instruments measured the transactional relationship between individual personal structure (needs) and characteristics of the organizational environment (press). Needs were measured by an Activities Index (AI); press by the High School Characteristics Index (HSCI). A sample of eleventh grade students of high and low ability were randomly chosen out of the 462 who responded to both indexes. Factor analysis, correlation, and analysis of variance determined the significant relationships of the major variables. The responses were classified by school setting, ability group, and socioeconomic background. AI factors were achievement motivation, emotionality, dependence, dominance, intellectuality, individuality, and submissiveness; HSCI factors were development press and control press. The evidence indicated that schools appear to develop psychological environments which are consistent with the personality attributes of the student clientele. The personality structure of students and the normative climates of schools vary among socioeconomic groups; within schools, they vary as a function of academic program placement. (Author/KSM)

ED 083 081

SO 006 296

Kurtz, Hyman

From 'Order' to 'Economy': Education and Order in Eighteenth-Century America.

Pub Date 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Colonial History (United States), Cultural Factors, *Educational Change, *Educational Development, *Educational History, Social Behavior, Social Change

Some of the premises and problems basic to an assessment of the role that education played in the creation of social order in eighteenth century America are outlined. The author describes the educational process by which a labor force was created and shaped in Colonial America. The transition from the conceptions of order geared to seventeenth century ideas of station, status, and rank to ideas of free movement and mobility associated with a free labor force is discussed together with the transformation of societies with their own particular structures, values, and culture from pietistic communities to liberal American communities. (Author/SHM)

ED 083 082

SO 006 298

McLendon, Jonathan C. Penix, Findlay C.

Teaching the Social Studies. What Research Says to the Teacher. Series 20. Revised Edition.

National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 68

Note—33p.

Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$0.25; Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Concept Teaching, Course Content, Current Events, Curriculum Development, Curriculum Guides, *Curriculum Research, *Educational Change, Educational Objectives, *Educational Research, Elementary Education, Inquiry Training, *Literature Reviews, Projects, Resource Guides, Secondary Education, Sequential Learning, *Social Studies, Teacher Characteristics, Teaching Methods, Textbook research

Educational research on the social studies since the 1960's, indicating that many changes have occurred yet implying that there is still a further need for research and improvement, is summarized in this booklet. Because the vast amount of research on social studies makes it impractical to report a great deal of it, many of the findings reported here are generalized without citing most of the investigations on which conclusions are based. The booklet is designed to: 1) suggest principles and teaching methods to be applied by the classroom teacher; and, 2) provide a basis for further study and use of research findings. Presented herein is a clear, concise portrayal of social studies in regard to basic purposes, scope and sequence, and content in the latter half of the 1960's and, in many respects, as it is presently. Research findings are discussed as they relate to objectives, curriculum content, methods, materials, and teachers. The section on curriculum content presents elementary and secondary curriculum patterns, status of social science subjects, and multidisciplinary approaches to social studies. Teaching strategies as they relate to skills and inquiry techniques are given in another section. Under the materials and resources section, use of textbooks and other instructional media is reported. Another section deals with teachers and current change in social studies. Included are selected current research and development projects and a list of selected references. (SJM)

ED 083 083

SO 006 299

Wood, Hugh B. And Others

The Change Process: What We Can Learn from Nepal. Curriculum Bulletin. Volume 27, Number 317.

Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date Jun 73

Note—55p.

Available from—Oregon Association for Supervision and Curriculum Development, P. O. Box 421, Salem, Oregon 97308 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Education, *Comparative Education, Cross Cultural Studies, Cultural Factors, Culture Conflict, Culture Lag, *Curriculum Research, *Developed Nations, *Developing Nations, *Educational Development, Educational Programs, Foreign Culture, Science Curriculum, Symposia

Identifiers—*Nepal

This collection of papers explores the development of education in Nepal during the last twenty years. Frances Dart discusses the cultural conflict between American and underdeveloped countries—conflict which occurs when one group prizes the achievements or possessions of another on a mostly non-reciprocal basis. This is followed

by an examination of some of the agents which brought about, in a centuries-old, largely dormant culture, a craving for education and development. The third paper reveals some of the pitfalls of trying to borrow another culture's educational system, or make-do with an imposed foreign system, and illustrates the necessity and process for relating curriculum content in science education to the indigenous characteristics of the culture. The final paper provides examples and suggestions in the field of art education. (Author/SHM)

ED 083 084

SO 006 300

DuYall, Charles R. And Others

A Study of Teacher Opinions and Evaluations Concerning Selected Free Printed Materials Provided by the American Iron and Steel Institute to Individuals Throughout the United States.

American Iron and Steel Inst., Washington, D.C.; Indiana Univ., South Bend.

Pub Date Sep 73

Note—142p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, Classroom Materials, *Evaluation, Evaluation Methods, Literature Reviews, Questionnaires, Research Design, *Resource Materials, *School Industry Relationship, Student Attitudes, *Teacher Attitudes, Teaching Techniques, *Use Studies

Identifiers—*American Iron and Steel Institute, Free Materials

The focus of this study was teacher assessment of several factors relating to selected materials provided by the American Iron and Steel Institute. The design and rationale, instrumentation, methodology, and questionnaire mailing are discussed in Chapter I. Chapter II reviews the related literature, including the historic nature of free and inexpensive materials and the current use of free and inexpensive materials. The study analyzes the mail returns, the receipt of materials, their level of use, reason for requesting, their use after receipt, intention to reuse, reasons for not using, assessment of their effectiveness, importance of content, respondent's attitude toward industry sponsored materials, time reported as being spent in teaching with AISI materials, and user comments. The problems, related literature, methodology are summarized. The findings revealed a positive attitude toward and acceptance of these materials. A bibliography is followed by three lengthy appendices which contain covering letters and questionnaire, a summary of the comments, and additional tables of supporting data. A related document is ED 072 992. (KSM)

ED 083 085

SO 006 301

Educational Standards in Japan. The 1970

"White Paper on Education".

Ministry of Education, Tokyo (Japan).

Report No.—MEJ-4238

Pub Date Mar 71

Note—272p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Comparative Education, Developed Nations, *Educational Development, Educational Economics, Educational Facilities, *Educational Improvement, Educational Methods, *Educational Practice, Educational Problems, Educational Programs, Educational Trends, Elementary Education, Futures (of Society), Higher Education, Instructional Staff, Preschool Education, Secondary Education, Social Change, Special Education, *Standards

Identifiers—*Japan

In recent years academic and government circles in many foreign countries have focused more attention on education in Japan. This report is a translation of a publication intended to inform the general public of educational standards in this country as compared with other selected countries—the U.S., U.K., France, the Federal Republic of Germany and the U.S.S.R. Both quantitative and qualitative aspects of education are considered in this comparative study. Educational expansion, educational methods and contents, conditions for teachers, facilities and other physical conditions and educational expenditures are discussed. Consideration is given to both the reaction of education to the rapid social changes of the 1960's and to the central problems of education which are likely to occur in the future. (SHM)

ED 083 086

SO 006 306

Gall, Meredith D.

Problems and Decisions in the Development of a New Training Program, "Discussing Controversial Issues."

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Report No.—A72-22

Pub Date 22 Nov 72

Note—19p.; Paper presented at the Annual Meeting of the College and University Faculty Assembly of the National Council for the Social Studies, Boston, November 22, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Curriculum Evaluation, *Curriculum Problems, *Discussion (Teaching Technique), Educational Objectives, Educational Problems, Educational Research, *Secondary Education, Skill Development, Social Studies, Speeches, *Teacher Education, Teacher Role, Values

Identifiers—*Controversial Issues

Major logistical and value problems are described which confronted the Far West Laboratory's effort in developing and field testing high school student and teacher materials which make up a course entitled "Discussing Controversial Issues". Design to train both groups at the same time in basic appropriate discussion techniques, the course rationale is based on the idea that students should learn how to cope rationally with differences of opinion inherent in our pluralistic society. Four lessons emphasize the need for students to interact, listen to others, keep the discussion focused, and analyze different points of view. Problems that arouse concerned teacher role, opinion, and attitudes; selection of issues; participation of all class members; student materials and feedback; and course evaluation. Decision points reached are that: 1) teachers need to take an active role; 2) teachers do not view expression of their opinion as a problem; 3) teachers need to decide whether the course is appropriate for their style of instruction; 4) teachers view the selection of involved issues as a most difficult task; 5) discussions are fruitful when the class is divided into several discussion groups; and 6) students find materials which are concise and have high visual impact to be the most interesting. Pre-post tests indicated that teachers and students improved their use of some discussion techniques, although a few of the results were contrary to expectations. (SJM)

ED 083 087

SO 006 307

Films.

Philadelphia Board of Education, Pa. Div. of Instructional Materials.

Pub Date 1701

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Audiovisual Aids, City Problems, Communication Skills, Curriculum Development, Drama, Experimental Programs, *Films, Human Relations, *Phonograph Records, Poetry, Program Descriptions, Secondary Education, *Social Studies, Student Centered Curriculum, Student Participation, Teaching Techniques

Identifiers—*Philadelphia Cooperative Schools Program, Process Education

The Affective Curriculum Research Project produced five films and two records during a series of experimental summer programs. The films and records form part of a curriculum designed to teach to the concerns of students. The films were an effort to describe the Philadelphia Cooperative Schools Program, to explain its importance, and to demonstrate its implementation. The production of an introductory film was followed by a film on teacher training and films on each of the courses on communication, drama, and urban affairs. The final film of the series described the theory of the program in detail and showed two teachers as they attempted to teach the materials. The content of each of the films is summarized. The records were produced from the unrehearsed poetry readings and discussions. The presentations on the record are described in terms of complexity of the poems read and student participation techniques. Both records are available with a teacher's manual and a copy of the poems. A price list of the films is included. (Author/KSM)

ED 083 088

SO 006 308

Rabinowitz, Richard

The Pedagogue's Panoplist. An Irregular Review of Heuristic Happenings at the Horace Mann Space Center, Museum Education Department, Old Sturbridge Village, Volume II, Number 3. Old Sturbridge Village, Sturbridge, Mass. Museum Education Dept.

Pub Date 1 May 73

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Culture, Curriculum Development, Educational Facilities, Educational Innovation, Handicrafts, Inquiry Training, *Interdisciplinary Approach, Interior Space, Learning Activities, *Museums, Open Education, Program Development, School Design, *Social Studies, Staff Role, Staff Utilization, Teacher Workshops, Thematic Approach, *United States History

This issue of the Panoplist is devoted to a comprehensive review of Museum education at Old Sturbridge Village. The museum's collections support the educational purpose of providing an accurate knowledge of the arts, thought, and natural resources of 19th century New England. The program has made use of new educational techniques which apply to museum teaching, such as an interdisciplinary approach, open classrooms, and community and career oriented education. Thematic and conceptual approaches have been used for tours. The 1972-73 basic tours were farming, homelife, textiles, and government. The role of the tour escort has aimed at stimulating the group's own inquiry, deriving from Hilda Taba's concept formation and attainment models. A belief in the active involvement of children in the learning process has resulted in farming, textile, and cooking studios. Teacher programs have focused on curriculum development and innovative teaching techniques. Materials collected have been classified in a resource guide for teachers. The Museum Education Center has been designed to facilitate the Center's educational objectives. The history of staff development and a staff profile conclude the issue. (KSM)

ED 083 089

SO 006 309

Child, Irvin L. Iwao, Sumiko

Responses of Children to Art. Final Report.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-0-0079

Pub Date Jul 73

Grant—OEG-1-70-0102(508)

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aesthetic Education, *Art Appreciation, Comparative Education, *Educational Development, *Educational Research, Elementary Grades, Human Development, Preschool Children, Program Development, Projects, *Trend Analysis

This is the final report of a project designed to study developmental trends in young children's preferences in art. Individualized research procedures, adapted for use with pre-school age children, are described. Stimulus materials for the study include pairs of photographic prints of works of art, pairs of designs contrasting in regularity, and pairs of polygons differing in degree of complexity. These materials were chosen to represent distinct trends in development in school children's preferences as determined in an earlier study. The research findings are summarized. Comparison of the findings is made with data on a small sample of children from Japan. (SHM)

ED 083 090

SO 006 313

Schwab, Lynne

Modification of Impulsive Cognitive Tempo in Fourth Grade Children and Its Effects upon Their Performance of a Social Studies Task.

Pub Date Feb 73

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, February, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Behavior Patterns, Classroom Research, *Cognitive Processes, *Conceptual Tempo, Data Analysis, Decision Making Skills, Educational Research, Grade 4, Intellectualization, Learning Processes, *Social Studies, Speeches, *Task Performance, Thought Processes, *Transfer of Training

Identifiers—Matching Familiar Figures Test

This study investigated the effects of instruction in reflective thinking upon impulsive fourth grade students and the transfer effects of this instruction on a classroom social studies test. Thirty impulsive subjects from a white, low socioeconomic area school were identified. Treatment and impulsivity were examined as they influenced performance on two dependent measures: the Matching Familiar Figures Test (MFF), and the Social Studies Test (SST). The subjects were pretested with the MFF, provided with training sessions, and posttested with the MFF and the SST. Data was analyzed by analysis of covariance, with age and sex and the two covariates. The major findings of the investigation were interactions between treatment and impulsivity. Trained moderates performed better than their controls, but trained extremes performed worse than their controls on MFF immediate posttest error. The major contribution of the study was the identification of differential effects of training in reflection, and of gradual training in reflection on moderately impulsive and on extremely impulsive students. A bibliography is included. (KSM)

ED 083 091

SO 006 319

Jwaideh, Alice Marker, Gerald W.

Bringing about Change in Social Studies Education.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—210p.

Available from—Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302 (\$6.00; Order Number 160)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adoption (Ideas), Bibliographies, Change Agents, Changing Attitudes, *Diffusion, *Educational Change, Educational Strategies, *Information Dissemination, Information Utilization, Inquiry Training, Inservice Teacher Education, Leadership, Literature Reviews, Models, Program Descriptions, Projects, Role Perception, *Social Studies, Success Factors

Despite the present availability of curriculum materials of high quality for use with the inquiry approach of the new social studies, the pace of change is slow. This paper addresses itself to the unique problems of diffusion, adoption, and change in social studies, and with the principles and practices which can be applied to solve these problems. The first four chapters attempt: 1) to analyze some of the barriers to change in education in general and in social studies education particularly; 2) to summarize some of the relevant research concerning the problems and processes of change in education and in other areas; 3) to describe various change models and roles; and 4) to outline some strategies and techniques that might be used for bringing about diffusion and adoption of the new social studies. Chapter 5 presents an overview of some of the main types of change projects that have been carried out in the new social studies, and Chapter 6 describes one such project: the Social Studies Field Agent Training Program of Indiana University. The final chapter provides an annotated bibliography of some of the key sources on the process of change that might be of use to practitioners in the field of social studies education. (Author/KSM)

ED 083 092

SO 006 320

Teacher's Guide to the Eleventh Grade Course on Area Studies. [And] Culminating Procedures for Course. Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—HS-045

Pub Date 68

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, *Asian Studies, Behavioral Objectives, *Cross Cultural Studies, Curriculum Guides, Fundamental Concepts, Generalization, Grade 11, Inquiry Training, Resource Units, Review (Reexamination), Sequential Programs, Skill Development, Social Problems, *Social Studies, Teaching Guides, Teaching Methods, Teaching Techniques, Unit Plan, *Western Civilization

Identifiers—*Project Social Studies

This is a teacher's guide and end of year summary for an eleventh grade course on area studies. The course is part of an articulated curriculum for grades K-12. The guide contains goals for the course which are related to values, skills, and concepts and generalizations. The focus of the course is on problems of four selected areas: Western Europe, USSR, China, and India. A general outline of the course describes each of the four units and the course summary. The place of the course in the overall curriculum is explained. The format of the resource units is presented as are the factors to consider in adapting the resource units to specific courses. Charts appended to the guide indicate the way in which goals were developed in the different units. The course summary lists the generalizations and attitudes which comprise the course objectives, along with suggested procedures for leading a class in the summary. The unit on Western Europe is comprised of SO 006 321, SO 006 322, and SO 006 323; the USSR of SO 006 324, SO 006 325, SO 006 326, SO 006 327, and SO 006 328. The unit on China is SO 006 329 and on India is SO 006 330. (Author/KSM)

ED 083 093 SO 006 321
Western Europe: The Political, Social, and Economic Systems of Britain, France, and Germany. Grade Eleven. [Resource Unit I, Sub Unit 3.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—HS-045
Pub Date 68

Note—166p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Area Studies, Comparative Analysis, Course Content, Cross Cultural Studies, Economic Education, Educational Objectives, *Foreign Policy, Grade 11, Instructional Materials, *International Education, Political Science, Resource Units, *Social Studies Units, Social Systems, Teaching Methods, Units of Study (Subject Fields), *Western Civilization

Identifiers—France, Germany, Great Britain, Project Social Studies

These two subunits on Western Europe are part of one of four resource units for an eleventh grade area studies course. The subunits cover foreign policy and the political, social and economic systems of Britain, France, and Germany, and a summary section for the entire unit on Western Europe. Generalizations, skills, and attitudes are listed. The subunit is set up in a double-page format relating objectives to pertinent content, teaching procedures, and instructional materials. The subunit dealing with social, political and economic systems calls for comparison among the three countries and uses ideal types to help pupils make comparisons. The last part of the unit on foreign relations looks at attempts to bring about closer economic and political relationships among the countries of Western Europe and presents concepts of international trade. Pupils also examine the problems raised for the United States in some of these developments as well as other policy conflicts facing this country in relationship to Western Europe. The teacher's guide for the entire course is SO 006 320; other subunits on Western Europe are SO 006 322 and SO 006 323. (Author/KSM)

ED 083 094 SO 006 322
Western Europe: Introduction and Geography. Grade Eleven. [Resource Unit I, Sub Unit 1.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—HS-045

Pub Date 68

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, Concept Formation, Course Content, *Cross Cultural Studies, Curriculum Guides, Educational Objectives, Foreign Countries, Geographic Regions, *Geography Instruction, Grade 11, Instructional Materials, Physical Divisions (Geographic), Resource Units, *Social Studies Units, Teaching Methods, Units of Study (Subject Fields), *Western Civilization

Identifiers—France, Germany, Great Britain, Project Social Studies

This subunit on Western Europe is one of four resource units for an eleventh grade area studies course. One section of the subunit contains an introduction and the other the geography of Western Europe. The introduction contains objectives, an outline of content, teaching procedures, and instructional materials. The geography section focuses upon regionalization and criteria which might be used in separating Western Europe from other parts of the world as well as in regionalizing Western Europe itself. The geography section also reviews and develops further a number of transferable generalizations which are applied in later units. The double-page format with related objectives, content, and teaching procedures is used. The teacher's guide to the entire course is SO 006 320; other subunits on Western Europe are SO 006 321 and SO 006 323. (Author/KSM)

ED 083 095 SO 006 323
Western Europe: History of Western Europe. Grade Eleven. [Resource Unit I, Sub Unit 2.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—HS-045

Pub Date 67

Note—247p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Area Studies, Comparative Analysis, Course Content, *Cross Cultural Studies, Cultural Awareness, Educational Objectives, *European History, Grade 11, History, Inquiry Training, Instructional Materials, Resource Units, *Social Studies Units, Teaching Methods, Units of Study (Subject Fields), *Western Civilization

Identifiers—France, Germany, Great Britain, Project Social Studies

This subunit on the history of Western Europe is part of one of four resource units for an eleventh grade area studies course. The subunit contains an introduction followed by a list of objectives dealing with generalizations, skills, and attitudes. A double-page format relates objectives, content, teaching procedures, and instructional materials. This subunit emphasizes cultural change and continuity and factors making for change and for persistence of cultural traits. The sub-unit is also built to help pupils analyze similarities and differences in culture among Britain, France, and Germany. It should be helpful in student understanding of differences in the present day political, social, and economic systems of the three countries. The analysis of similarities should help students distinguish the culture area of Western Europe from other culture areas which they will study during the year. The teacher's guide for the entire course is SO 006 320; other subunits on Western Europe are SO 006 321 and SO 006 322. (Author/KSM)

ED 083 096 SO 006 324
Teacher's Supplement to Unit on U.S.S.R. Grade Eleven. [Unit II.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—HS-045

Pub Date 67

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, Comparative Analysis, *Cross Cultural Studies, Cultural Factors, Economic Progress, Economics, Foreign Policy, Governmental Structure, Government Role, Grade 11, Pretests, Resource Units, *Social Studies, Supplementary Reading Materials, Teaching Guides

Identifiers—Project Social Studies, *Union of Soviet Socialist Republics, USSR

This is a subunit to one of four resource units for an eleventh grade course on area studies. This subunit is a teacher's supplement to the unit on the U.S.S.R. A pretest on the Soviet Union, supplementary readings on the Soviet economy, foreign policy, constitution, government, Soviet attitudes toward the United States, and comparative statistics for the United States and the Union of Soviet Socialist Republics comprise the subunit. The units on the USSR are SO 006 325, SO 006 326, SO 006 327, and SO 006 328. (KSM)

ED 083 097

SO 006 325

The U.S.S.R.: Introduction and Sub Unit on Geography. Grade Eleven. [Resource Unit II, Sub Unit 1.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—HS-045

Pub Date 67

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agriculture, *Area Studies, Course Content, Curriculum Guides, *Economic Development, Educational Objectives, *Geography, Geography Instruction, Grade 11, Industry, Instructional Materials, Map Skills, *Physical Geography, Resource Units, *Social Studies Units, Teaching Methods, Units of Study (Subject Fields)

Identifiers—Project Social Studies, *Union of Soviet Socialist Republics, USSR

This subunit, consisting of an introduction and geography of the USSR, is part of a unit on the USSR, one of four resource units for an eleventh grade course on area studies. The introduction contains suggested teaching procedures for each part of the USSR unit and objectives for the introduction. The section on geography focuses on developing an idea of the potential of the area for industrial and agricultural growth. It begins by having pupils study a physical map and set up hypotheses about other physical features and human activities in the USSR. The hypotheses are checked against other maps and data, hypotheses are developed about other features, which are also checked against various kinds of data. A teacher's guide to the entire course is SO 006 320. A teacher's supplement to the unit on the USSR is SO 006 324; other subunits of the USSR are SO 006 326, SO 006 327, and SO 006 328. (Author/KSM)

ED 083 098 SO 006 326

The U.S.S.R.: History of Russia. Grade Eleven. [Resource Unit II, Sub Unit 2.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—HS-045

Pub Date [67]

Note—116p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Area Studies, *Communism, Course Content, *Cultural Factors, Curriculum Guides, Educational Objectives, Grade 11, *History, History Instruction, Instructional Materials, Resource Units, *Social Studies Units, Teaching Techniques, Units of Study (Subject Fields)

Identifiers—Project Social Studies, *Union of Soviet Socialist Republics, USSR

This subunit on Russian history is part of a unit on the USSR, one of four resource units for an eleventh grade course on area studies. The objectives for the subunit are listed as to generalizations, skills, and attitudes. There are two outlines provided for this subunit. The first identifies generalizations about culture change which might be taught throughout the study of Russian history and shows how events in Russian history can be used to teach them. The second outline provides a possible sequence for teaching the history of Russia. Teaching procedures are placed opposite this second outline. The materials present aspects of cultural continuity between Tsarist Russia and the Soviet Union. This section includes a fairly lengthy presentation of Marxian ideas. A teacher's guide to the entire course is SO 006 320. A teacher's supplement to the unit on the USSR is SO 006 324; other subunits on the USSR are SO 006 325, SO 006 327 and SO 006 328. (Author/KSM)

ED 083 099 SO 006 327

The U.S.S.R.: The Totalitarian State. Grade Eleven. [Resource Unit II, Sub Unit 3.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—HS-045

Pub Date 67

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Area Studies, *Authoritarianism, Course Content, Curriculum Guides, Democratic Values, Economic Education, Educational Objectives, Governmental Structure, Grade 11, Instructional Materials, *Political Attitudes, *Political Science, Resource Units, *Social Studies Units, Social Systems, Units of Study (Subject Fields)

Identifiers—Project Social Studies, *Union of Soviet Socialist Republics, USSR

This subunit on totalitarianism in the USSR is part of an eleventh grade course on area studies. Following an introduction with suggested teaching strategies, the objectives for the subunit are listed as to generalizations, skills, and attitudes. A double-page format relates objectives with pertinent content, teaching procedures, and instructional materials. The political, economic, and social systems which are studied in this subunit are designed to help pupils understand the relationships among them and the extent to which the government influences all aspects of life. The materials promote an understanding that the system is not static and that to label countries totalitarian or democratic really involves the use of ideal types. Students decide where they would place the USSR and the United States in terms of a continuum from democracy to totalitarianism. A teacher's guide to the entire course is SO 006 320. A teacher's supplement to the USSR unit is SO 006 324; other subunits on the USSR are SO 006 325; SO 006 326, and SO 006 328. (Author/KSM)

ED 083 100

SO 006 328

The U.S.S.R.: Foreign Policy of the Soviet Union. Grade Eleven. [Resource Unit II, Sub Unit 4.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—HS-045

Pub Date 67

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, Course Content, Curriculum Guides, Educational Objectives, *Foreign Policy, *Foreign Relations, Instructional Materials, *Political Science, Resource Units, *Social Studies Units, Units of Study (Subject Fields)

Identifiers—Project Social Studies, *Union of Soviet Socialist Republics, USSR

This subunit on the foreign policy of the USSR is part of one of four resource units in an eleventh grade area studies course. This subunit begins with a list of objectives, the generalizations, skills, and attitudes to be learned in this section. The materials treat the relations of the USSR with other countries and introduce the USSR's split with the Chinese Communists. Pupils should try to analyze alternative courses of action for United States foreign policy in terms of what they have learned about the Soviet Union. A double-page format relates objectives and pertinent content, teaching procedures, and instructional materials. A teacher's guide is SO 006 320. A teacher's supplement for the USSR unit is SO 006 324; other subunits on the USSR are SO 006 325, SO 006 326, and SO 006 327. (Author/KSM)

ED 083 101

SO 006 329

China. Grade Eleven. [Resource Unit III.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—HS-045

Pub Date 68

Note—247p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Area Studies, *Asian Studies, Communism, Comparative Analysis, Course Content, *Cross Cultural Studies, Curriculum Guides, Educational Objectives, Foreign Relations, Grade 11, History, *Nonwestern Civilization, Resource Units, *Social Studies Units, Teaching Methods, Units of Study (Subject Fields)

Identifiers—China, Project Social Studies

This unit on China is one of four resource units for an eleventh grade area studies course. The unit contains an introduction, a section on Chinese history, and one on Chinese foreign relations.

Each section is preceded by a list of objectives, as to generalizations, skills, and attitudes. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. Different policies followed by communists in China and in the Soviet Union are compared. The United States' policies toward China are examined in the light of the split between these two communist powers. A teachers' guide for the entire course is SO 006 320. (Author/KSM)

ED 083 102

SO 006 330

India. Grade Eleven. [Resource Unit IV.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—HS-045

Pub Date 68

Note—153p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Anthropology, *Area Studies, *Asian Studies, Comparative Analysis, Course Content, *Cross Cultural Studies, Cultural Factors, Developing Nations, Economic Development, Educational Objectives, Grade 11, Instructional Materials, *Nonwestern Civilization, Resource Units, *Social Studies Units, Teaching Methods, Technological Advancement, Units of Study (Subject Fields)

Identifiers—India, Project Social Studies

This unit on India is one of four resource units for an eleventh grade area studies course. The objectives for this unit are listed as to generalizations, skills, and attitudes. A double-page format relates objectives to pertinent content, teaching procedures and instructional materials. The materials lead pupils to make comparisons between India and China and also between India and Western Europe in terms of the economic, political, and social systems. The unit is used as a vehicle to develop a number of anthropological concepts related to the cultural problems of introducing technological change into a society. The unit calls for testing a theory of economic growth as well as a theory about which factors lead to revolutionary and which to reform movements. The introduction, concerned with the low living levels, compares the levels of living in India with those in China. Pupils are asked to do an independent study to decide if India has the geographic potential for as rapid economic growth as does China. A teacher's guide for the entire course is SO 006 320. (Author/KSM)

ED 083 103

SO 006 331

Teacher's Guide to the Twelfth Grade Course on Value Conflicts and Policy Decisions. Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—HS-045

Pub Date 68

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Liberties, *Conflict Resolution, Curriculum Development, Curriculum Guides, Educational Objectives, Grade 12, Inquiry Training, *Policy Formation, *Race Relations, Resource Units, Security, *Social Studies, Teaching Guides, Teaching Methods, Unit Plan, *Values

Identifiers—Africa, *Project Social Studies

This is a teacher's guide for a twelfth grade course on value conflicts and policy decision. The course is part of an articulated curriculum for grades K-12. This teacher guide contains goals for the course as they are related to values, skills, and concepts and generalizations. The focus of the course is on problems facing the United States at home and abroad which involve value conflicts and policy decisions. In each of the units pupils identify and examine value conflicts related to issues, using social science data, concepts, and generalizations in an attempt to find out which policy alternative will be most likely to achieve the values of goals desired. The topics are based on the issue of security-freedom at home in African countries of the Sahara and race problems at home and in the African countries. A general outline of the course in the overall curriculum is explained. The format of the resource units is presented as are the factors to consider in

adapting the units to specific courses. Charts appended to the guide indicate the way in which goals were developed in the different units. The units are SO 006 332-338. (Author/KSM)

ED 083 104

SO 006 332

How Can We Preserve Our Security without Sacrificing Essential Freedom. Grade Twelve. [Resource Unit I.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—HS-045

Pub Date 67

Note—202p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Civil Liberties, Conflict Resolution, Course Content, Curriculum Guides, *Democratic Values, *Dissent, Educational Objectives, Grade 12, Instructional Materials, Political Issues, Problem Solving, Resource Units, *Security, *Social Studies Units, Teaching Methods, Units of Study (Subject Fields), Values

Identifiers—*Project Social Studies

This is the first of seven resource units which constitute a twelfth grade course on value conflicts and policy decisions. The topic of this unit is how we can preserve our security without sacrificing essential freedom. Introductory notes explain the unit format and discuss teaching strategies. Objectives for the unit are listed as they relate to values, skills, and attitudes. A double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. The unit poses the question: To what degree do radical groups provide a threat to American Security? The material covers current examples of security-freedom as it related to draft protests, demonstrations, and the like. The unit examines the role of civil liberties in a democracy and presents alternative courses of action which have been tried or posed to safeguard security. These alternatives are examined in terms of the value conflicts involved, the probable or past effectiveness of each in helping achieve its aim of promoting security, and the probable or past effects of such a course of action on civil liberties. A bibliography is included. The teacher's guide for this course is SO 006 331; other units are SO 006 333-338. (Author/KSM)

ED 083 105

SO 006 333

Racial Conflict in the United States: What Should Be Done? Grade Twelve. [Resource Unit V.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—HS-045

Pub Date 68

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American History, Civil Rights, Course Content, Curriculum Guides, Educational Objectives, Grade 12, Human Relations, Instructional Materials, *Intergroup Education, Intergroup Relations, Personal Values, *Race Relations, Racial Attitudes, Racial Discrimination, Resource Units, *Social Studies Units, Teaching Methods, *Values

Identifiers—*Project Social Studies

This is the fifth of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is racial conflict in the United States. The introduction explains how this unit coincides with other units of the K-12 series which have treated intergroup relations. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. This unit deals with the value conflicts involved in current racial conflict in the United States. Theories about causes of prejudice and discrimination are examined as an aid in helping pupils decide what courses of action should be followed. The civil rights movement is analyzed in detail. A teacher's guide for this course is SO 006 331; other units are SO 006 332, and SO 006 333-338. (Author/KSM)

ED 083 106

SO 006 334

War and Peace. Grade Twelve. [Resource Unit VI.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—HS-045

Pub Date 68

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conflict Resolution, Course Content, Current Events, Educational Objectives, *Foreign Policy, Grade 12, Instructional Materials, International Education, International Organizations, *Peace, Political Attitudes, Political Science, Resource Units, *Social Studies Units, Teaching Methods, *Values, *War, World Problems

Identifiers—*Project Social Studies, Vietnam

This is the sixth of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is war and peace. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. This unit deals with the costs of war, with people's attitudes towards war, and with the causes of war. Pupils investigate the international system and the means which are used to resolve international conflicts, including the use of international agencies. The unit focuses on contemporary foreign policy issues in the United States as this country tries to preserve peace through power. Pupils study the pros and cons of current policies and proposals for change. Viet Nam is suggested as a case study for use in examining current issues. A teacher's guide for this course is SO 006 331; other units are SO 006 332, SO 006 333, and SO 006 335-338. (Author/KSM)

ED 083 107 SO 006 335

Africa South of the Sahara. Grade Twelve.

[Resource Unit IV.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—HS-045

Pub Date 68

Note—152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*African Culture, *African History, Colonialism, Communism, Course Content, Educational Objectives, Foreign Relations, *Geography, Grade 12, Instructional Materials, Negroes, *Political Science, Race Relations, Resource Units, *Social Studies Units

Identifiers—*Africa, Project Social Studies, Sub Sahara Africa

This is the fourth of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is Africa south of the Sahara. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. The unit deals with the relationship of these African nations to the cold-war struggle and their historical and cultural importance for American Negroes and for all Americans. Data on Africa presents an opportunity for testing a number of concepts, such as the role of political parties in a democracy, factors for political stability, and the factors of cultural identity for a nation. The unit examines the political, social, and economic problems and systems of three different kinds of countries: independent states dominated by Africans, those dominated by white people, and colonies. An analysis is made of the attempts to obtain more cooperation among the African states, of relations of these countries with non-African countries, and of policy issues and alternatives facing the United States. The teacher's guide is SO 006 331; other units are SO 006 332-334 and SO 006 336-338. (Author/KSM)

ED 083 108 SO 006 336

What is the Good Life? Grade Twelve. [Resource Unit VII.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—HS-045

Pub Date 68

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, Course Content,

*Cultural Images, Educational Objectives, *Ethics, Grade 12, Instructional Materials, Reading Programs, Resource Units, Social Attitudes, Social Change, Social Isolation, *Social Studies Units, *Social Values, Sociocultural Patterns, Teaching Methods, *Values, Youth

Identifiers—*Project Social Studies

This is the seventh of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is: "What is the good life?" The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. The focus of the unit is on the present and on questions which face young Americans today. The unit is designed to show that the social sciences can help find out how different peoples or societies view the good life but cannot provide answers to normative questions. The unit raises questions of ethics and relates ethics to some of the current problems in American society. The unit uses a wide reading program and draws upon empirical studies by psychologists, anthropologists, and psychiatrists. The alienation of college youth and the question of commitment in modern society are considered. The unit includes an examination of changing values and patterns in American life and the effects of our society upon human beings. The teacher's guide is SO 006 331; other units are SO 006 332-335 and SO 006 337 and 338. (Author/KSM)

ED 083 109 SO 006 337

The Underdeveloped Countries. Grade Twelve.

[Resource Unit III.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—HS-045

Pub Date 68

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Anthropology, Course Content, *Developing Nations, *Economic Development, Economic Education, Educational Objectives, Foreign Policy, *Foreign Relations, Geography, Grade 12, Industrialization, Instructional Materials, *International Education, Resource Units, *Social Studies Units, Teaching Methods, Values, World Problems

Identifiers—*Project Social Studies

This is the third of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is the underdeveloped countries. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. This unit focuses on the problems of underdeveloped countries around the world in order to understand the relationship of these problems to foreign policy issues facing the United States, to study in more detail causes of the problems and difficulties of introducing technological change, and to consider policy alternatives facing not only the underdeveloped countries but also the United States' foreign aid and trade policies. These alternatives involve a series of value conflicts as well as non-normative questions related to the consequences of different courses of action. This unit draws heavily upon economics, anthropology, and to some extent on geography. The teacher's guide is SO 006 331; other units are SO 006 332-336 and SO 006 338. (Author/KSM)

ED 083 110 SO 006 338

Promoting Economic Growth in the U.S. Grade

Twelve. [Resource Unit II.] Project Social Studies.

Minnesota Univ., Minneapolis. Project Social Studies Curriculum Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—HS-045

Pub Date 68

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conflict Resolution, Course Content, *Economic Development, Economic Factors, Economics, Educational Objectives, *Financial Policy, Foreign Policy, Grade 12, Instructional Materials, *Money Systems, Resource Units, *Social Studies Units, Teaching Methods, *Values

Identifiers—*Project Social Studies

This is the second unit of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is promoting economic growth in the United States. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. This unit helps pupils summarize factors promoting or hampering economic growth and then focuses upon issues related to how such growth might be promoted in this country. Some of the issues relate to the value conflicts involved in using government fiscal and monetary policies to promote growth as well as economic stability. To analyze alternative courses of actions, pupils use factual questions and economic concepts in considering the consequences of different courses of action. The teacher's guide is SO 006 331; other units are SO 006 332-337. (Author/KSM)

ED 083 111 SO 006 339

Rogers, Everett M. And Others

National Seminar on the Diffusion of New Instructional Materials and Practices. Perspectives on Diffusion.

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Johnson Foundation, Inc., Racine, Wis.; National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—56p.; Papers presented at the National Seminar on the Diffusion of New Instructional Materials and Practices, Racine, Wisconsin, June 1-3, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), Change Agents, *Curriculum Development, *Diffusion, *Educational Change, Educational Development, Educational Innovation, *Information Dissemination, Innovation, Material Development, Models, Speeches

The nature and timing of decisions regarding the diffusion of new instructional materials and practices are critical to the ultimate utility achieved by a curriculum project. This publication is a collection of five conference papers which deal with various aspects of diffusion of innovative materials and ideas. Everett M. Rogers discusses two agricultural models, the wide scope and the narrow scope models of diffusion. His proposals emphasize use of change-agent teams. Author Foshy discusses the problems of bringing about change within the present structure of the schools, the difficulty of moving in the direction of change. Practical proposals for improving the process of diffusion are suggested. A normative model is developed by Michael Scriven. Consideration focuses on how diffusion should occur and how the diffusion process should be changed. In a paper by Ernest Burkman a development-dissemination scheme used by the ISCS Project in Florida is described. Questions concerning diffusion and acceptance of new processes are answered by Edwin Mansfield in the final section of this publication. Related documents are SO 006 340 through SO 006 344. (SHM)

ED 083 112 SO 006 340

National Seminar on the Diffusion of New Instructional Materials and Practices. 6.0 General Observations: Do You Have Some General Observations About the Whole Process of Diffusion That Would Be Useful to Others Who Are Developers or Users and Who Participate in Either Dissemination or Implementation Activities or Both?

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Johnson Foundation, Inc., Racine, Wis.; National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), Conference Reports, *Curriculum Development, *Diffusion, *Educational Change, Educational Innovation, *Information Dissemination, Innovation, Material Development, Merchandising, Summative Evaluation

In this final working paper of the National Seminar on the Diffusion of New Instructional Materials and Practices conference participants make some general observations about the whole process of diffusion that would be useful to

others who are developers or users and who participate in dissemination and implementation activities. Consideration is given to these questions: At what point should a developer of curriculum materials begin his diffusion activities? If you were called in as a consultant to a school district, where would you tell them to turn for resource information? How could users more effectively know of their needs? How can teachers (the users) be involved in the development of new products and ideas? Is maladaptation of innovations common? Is poor use of innovations common? To what extent is there translation, transformation, and adaptation of innovation during the diffusion process? To what extent do developers create markets for their products as opposed to responding to a demand initiated by the consumer? To what extent does research influence the development of products? What do you consider the major factors influencing diffusion (dissemination/implementation) of innovation in education? Related documents are SO 006 339 through SO 006 344. (SHM)

ED 083 113 SO 006 341

National Seminar on the Diffusion of New Instructional Materials and Practices. 1.0 Are There Characteristics of Particular Subject Matters That Make Products Which Are Based on Them More or Less Likely to Be Adopted? and 2.0 Are There Characteristics of Developers That Tend to Inhibit or Encourage Use of Their Ideas and Products?

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Johnson Foundation, Inc., Racine, Wis.; National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), Conference Reports, *Curriculum Development, *Diffusion, *Educational Change, *Educational Innovation, Information Dissemination, Innovation, Material Development, Merchandising, Success Factors

Participants in a National Seminar on the Diffusion of New Instructional Materials and Practices included scientists and educators in the natural and social sciences and mathematics from universities, curriculum projects, and school districts throughout the United States. This document is the first of a series of working papers which were developed during the conference. Two questions are considered: Are there characteristics of particular subject matters that make products which are based on them more or less likely to be adopted? Are there characteristics of developers that tend to inhibit or encourage use of their ideas and products. Responses of conference participants to these queries are collected and published in this paper. Related documents are SO 006 339 through SO 006 344. (SHM)

ED 083 114 SO 006 342

National Seminar on the Diffusion of New Instructional Materials and Practices. 3.0 Product Characteristics: What Are the Characteristics of Educational Products That Make Them More or Less Likely to Be Diffused?

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Johnson Foundation, Inc., Racine, Wis.; National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), Conference Reports, *Curriculum Development, *Diffusion, *Educational Change, *Educational Innovation, Information Dissemination, Innovation, Material Development, Merchandising, Program Content, Success Factors

In this working paper of the National Seminar on the Diffusion of New Instructional Materials and Practices individual conference participants answer this question: What are the characteristics of educational products that make them more or less likely to be diffused? Responses focus on considerations related to size of the product, cost, complexity of the product, its utility for teachers, durability, the product's listing on state adoption lists and other factors. Related documents are SO 006 339 through SO 006 344. (SHM)

ED 083 115 SO 006 343

National Seminar on the Diffusion of New Instructional Materials and Practices. 4.0 Characteristics of the School: What Are the Characteristics of Schools That Discourage or Encourage the Introduction and Use of New Ideas?

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Johnson Foundation, Inc., Racine, Wis.; National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adoption (Ideas), Community Characteristics, Conference Reports, *Diffusion, *Educational Change, *Educational Innovation, Financial Support, Information Dissemination, Innovation, Material Development, Merchandising, School Attitudes, *School Policy, Success Factors, Teacher Education

Characteristics of schools that discourage or encourage the introduction and use of new ideas are discussed in this working paper of the National Seminar on the Diffusion of New Instructional Materials and Practices. Conference participants consider these questions: Does the school need to have a sound history of use of innovation before it is possible to get it to use new products? Does the school need general community support in order to implement innovative products? What degree of flexibility does a school need in order to readily adopt or adapt new products and ideas? How is flexibility defined? How does the level of academic training of teachers, supervisors, and administrators affect the adoption rate of innovation within a particular school? How does the median age or median level of experience of the faculty of a school or persons residing in the community affect the level of adoption of innovation? Is the level of innovation-adoption of new materials or ideas influenced by the tax level of the community? Is there any correlation between the level of support that a school receives from federal and state sources and the rate of adoption of innovative materials and ideas? Related documents are SO 006 339 through SO 006 344. (SHM)

ED 083 116 SO 006 344

National Seminar on the Diffusion of New Instructional Materials and Practices. 5.0 Characteristics of the Communications Network: What Are the Mechanisms Within the Diffusion System That Encourage or Discourage the Diffusion of Innovation?

Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—Johnson Foundation, Inc., Racine, Wis.; National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adoption (Ideas), *Communication (Thought Transfer), Communication Problems, Conference Reports, *Diffusion, Educational Change, *Educational Innovation, *Information Dissemination, *Information Science, Material Development, Merchandising, Publicize, Student Role, Success Factors, Teacher Role

In this document conference participants consider characteristics of the communications network for diffusion of new instructional materials and practices. Responses to these questions are presented: What are the communication mechanisms within the diffusion system that encourage or discourage the diffusion of innovation? What role do journal articles, films, pamphlets, books, curriculum guides, publisher's notices, etc., play in the diffusion (both dissemination and implementation) of innovative ideas and products? What roles do students, teachers, publisher representatives, developers or materials and authors of products, subject matter supervisors and department chairmen, college methods teachers, State Department of Education personnel and specially-trained personnel play in the diffusion of innovative products and ideas? Related documents are SO 006 339 through SO 006 344. (SHM)

ED 083 117 SO 006 445

All Around You. An Environmental Study Guide. Bureau of Land Management (Dept. of Interior), Washington, D.C.

Pub Date Mar 73

Note—148p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.35 Stock number 2411-00043)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Activity Units, Bibliographies, *Ecological Factors, Elementary Grades, *Environmental Education, Intermediate Grades, Natural Resources, Outdoor Education, Perception, Population Education, *Study Guides

This study guide for environmental education focuses on development of knowledge and attitudes concerning environmental factors and inter-relationships. The activities designed for use in elementary and intermediate grades begin in the classroom and move outside to the schoolyard, the town, and natural or rural areas. Three units dealing with environmental awareness, the urban ecosystem, and nature's ecosystem are detailed. Appendices include a vocabulary list and bibliographies of related reading materials. (SHM)

ED 083 118 SO 006 447

Determinants of University Students' Political Attitudes or Demythologizing Campus Political Activism.

Spons Agency—LeMoyné Coll., Memphis, Tenn.

Pub Date [72]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, Beliefs, *Educational Research, Higher Education, Parent Influence, Personal Values, Political Affiliation, *Political Attitudes, *Political Socialization, Questionnaires, Tables (Data)

Four general hypotheses concerning the sources of university students' political attitudes are presented and evaluated in this paper. A cross-sectional survey of American male Harvard University graduate students was conducted with a questionnaire dealing with attitudes toward United States involvement in Vietnam. Responses were analyzed by computer and relevant statistical tests were used to verify each hypothesis. The findings contribute to the understanding of the determinants of political attitudes and to the understanding of the relationship between students' political attitudes and their general values. An appendix includes tables of data compiled in the study. (SHM)

ED 083 119 SO 006 449

Oswald, James M. Intercultural Social Studies Project for Secondary Schools. Annual Report.

American Universities Field Staff, Inc., Hanover, N.H.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 31 May 73

Contract—OEC-0-72-3576

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Cultural Education, *Curriculum Development, Data Analysis, Educational Development, Educational Research, Evaluation, Field Studies, *International Education, Material Development, Models, Projects, Secondary Grades, *Social Studies

During the 1972-1973 school year the Intercultural Social Studies Project for Secondary Schools created and maintained a culture studies network involving 103 teachers and their students. More than 50 "Fieldstaff Perspectives" were designed in booklet, photograph, map, and simulation-games formats for field testing within the project network. Materials were prepared to meet a variety of reading ability levels (7-12), conceptual comprehension levels, and interest levels. Staff leadership resulted in the production and testing of materials, workshops for culture studies teachers, articles in professional journals, and newsletters, and the beginnings of a model or pedagogical framework for studying cultures. This was the first of a projected two-year developmental project (1972-1974) initiated jointly by the American Universities Field Staff and the Institute of International Studies of the United States Office of Education. (Author)

ED 083 120 SO 006 551

Pratt, Francis Haley, Frances. Finding Relevance in Your Own Backyard: A Course in Local History. Profile of Promise 10.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 73
Note—4p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5 copies of 30 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Characteristics, *Community Study, *Educational Innovation, Elective Subjects, Field Experience Programs, Grade 12, History Instruction, Hypothesis Testing, Independent Study, Local Issues, School Community Relationship, *Social Studies, *United States History

Identifiers—*Local History, North Easton (Massachusetts), Profiles of Promise

A local history course offered as a semester elective to seniors has as its purpose the study of the local community as a microcosm of the United States. The basic principle is to reinforce what the student has already learned in previous history courses. The course proceeds through a chronological sequence of units about various periods of the town's development. Each unit contains a core of information and activities shared by the whole class, but also requires creative and independent work by each individual. While many traditional social studies techniques are employed, this course differs in the use of primary sources and community resources. Extensive onsite observations and investigations give students an opportunity to form and test hypotheses from raw data. While no formal evaluation has been made on the results of the program in terms of its cognitive objectives, students have indicated the success of their experience in informal written evaluations. (Relevant ERIC documents and other resources on the program conclude the profile.) (Author/KSM)

ED 083 121

SO 006 553

Pratt, Francis Haley, Frances

The Proper Study of Man. Profiles of Promise 12. ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date 73
Note—4p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5 copies of 30 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Appreciation, Creative Activities, *Educational Innovation, Elective Subjects, English Literature, Evaluation Methods, *Humanities, *Interdisciplinary Approach, Music, Religion, Secondary Education, *Social Studies, *Team Teaching, Thematic Approach, Values

Identifiers—*Ottawa High School, Profiles of Promise

Six teachers have successfully combined the team teaching technique with the humanities approach to learning in an Illinois high school. Offered to juniors and seniors as either a semester or full-year elective, a maximum of 150 students can be accommodated in a single class hour. The full year program is organized into six thematic units: Man and Nature; Man and Religion; Man and Humor; Man and Woman; Man and Adjustment; and Man and Technology. Large group presentations are interspersed among small group and individualized activities. Extensive use of area resources is made and values exploration is stressed. Credit is given for either English or social studies, but course content includes music, drama, art appreciation, and crafts. In place of textbooks, students rely on paperbacks and library resources for independent investigation. Instead of semester exams, each student selects a creative project and is assigned a personal project advisor. Student response has been enthusiastic and the teaching team has met requests for workshops on their program. All involved have participated in evaluation procedures, including the students who evaluate teachers. (Relevant

ERIC documents and other resources on the program conclude the profile.) (Author/KSM)

SP

ED 083 122

SP 006 575

Dunay, Lillian R. Robinson, Helen F.

Student Teachers Self Analysis of Teaching Behavior

Pub Date 73

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Development, Elementary School Teachers, *Measurement Instruments, Personality Assessment, *Program Evaluation, *Teacher Behavior, *Teacher Evaluation, *Teacher Improvement, Teacher Response, Video Tape Recordings

Identifiers—Baruch Behavior Analysis

Analyses of teaching behavior, transcribed from videotaped samples by elementary student teachers, who used a new instrument, Baruch Behavior Analysis, were examined for accuracy, reliability, quantification, and interpretation. The instrument helps the student to analyze himself and prescribe improvement for his behavior as to extent and patterns of teacher talk, distribution of pupil talk, categories of teacher questions, kinds of responses teachers make to student verbalizations, and quality of teacher's nonverbal behavior. The data indicated that most student recognized the need to improve their teaching and made specific appropriate recommendations for amelioration. (Author)

ED 083 123

SP 006 758

Rogers, John W.

A Report of the Team-Teaching, Team-Governance Program at Rockland Junior High. Rockland Public Schools, Mass.

Pub Date [72]

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Change, Institutional Role, *Junior High Schools, *Organizational Development, School Administration, Secondary School Teachers, *Team Administration, *Team Teaching

Identifiers—Team Governance

This document is a report on an experiment in institutional change as related to team teaching and governance initiated at Rockland Junior High School. The document is divided into two sections: description and results. Part one indicates that low student morale, absenteeism, discipline, and vandalism prompted the principal and staff to adopt a team-teaching format that ultimately led to restructuring the school and, in fact, turning control of the junior high school over to the teachers. The description details the changes and procedures involved, including the adoption of an experimental curriculum, a six-day cycle, and five "schools within a school." Part two presents tables and statistics detailing the results of the project, which included a reduction in student absenteeism, vandalism, and suspension. (JA)

ED 083 124

SP 006 814

Performance Recertification Field Test Guidelines.

Arizona State Dept. of Education, Phoenix.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, *Educational Certificates, Educational Objectives, *Evaluation Techniques, Guidelines, *Performance Based Teacher Education, Performance Criteria, Student Evaluation, *Teacher Certification

Identifiers—Arizona Department of Education

These performance recertification field-test guidelines were developed for the State of Arizona. The functions of the performance recertification program are as follows: a) the determination of teacher effectiveness by student behavior and growth, utilizing performance objectives, b) the determination of teacher effectiveness utilizing other types of criteria for recertification, c) the provision for feedback to teacher

training programs, d) the provision for feedback to the individual teacher to improve teacher effectiveness, and e) the provision of guidelines to the Arizona Department of Education. Based upon these functions, the guidelines allow the local schools and school districts to field test a variety of alternate plans or models for recertification based on teacher performance. Suggested procedures are included with alternatives to assist local school districts in selecting appropriate procedures. (Author/BRB)

ED 083 125

SP 006 819

Staropoli, Charles J.

An Empirical Investigation of a Post-Baccalaureate Internship Teacher Preparation Program. Delaware State Dept. of Public Instruction, Dover.

Pub Date Aug 72

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bachelors Degrees, *Elementary School Teachers, *Internship Programs, Program Descriptions, Program Evaluation, *Teacher Interns

Identifiers—Delaware, *EDPA, Education Professions Development Act

This document presents both a descriptive and evaluative report of a postbaccalaureate internship program. The stated objective of this program was to prepare baccalaureate graduates in fields other than education to become elementary school teachers. It is indicated that the program was characterized by formal course work in methods and materials, learning theories, school and community relationships, curriculum development, interpersonal relationships, research procedures, and a practicum consisting of a 9-month supervised internship. This document includes descriptions of the Delaware State Career Ladder Plan and the Education Professions Development Act (EPDA) (under which the program was organized), of the program itself, and the Delaware EPDA Research Evaluation Report. There are 14 appendices of various related material. (JA)

ED 083 126

SP 006 855

DiNucci, James M.

A Comparison of the Motor Performances of Boys and Girls in the Lower Elementary Grades.

Pub Date Feb 73

Note—2p.; Paper presented at the Southern District Convention of the American Association for Health, Physical Education, and Recreation, Jackson, Miss., February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Children, *Exercise (Physiology), *Motor Reactions, *Muscular Strength, *Physical Education, *Psychomotor Skills, Sex Differences

This study investigated the possible differences in motor performance between 6- to 9-year-old boys and girls. Forty-eight test items which measured muscular strength, muscular endurance, cardiovascular endurance, power, speed, agility, flexibility, and balance were administered to 238 boys and 183 girls. The t ratio indicated that boys were significantly superior to girls of corresponding age in areas of muscular strength, muscular endurance, cardiovascular endurance, power, speed, and agility. The girls were significantly superior in the areas of flexibility and static balance. No significant difference were noted in the scores for either groups on the tests for dynamic balance or modified pull-ups. (BRB)

ED 083 127

SP 006 861

Teacher Training Through the Minicourse.

Texas Information Service, Austin.

Pub Date [72]

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Group Dynamics, *Interaction Process Analysis, *Microteaching, Program Development, *Protocol Materials, Teacher Education

Presented is an information package designed to answer questions regarding the use of microteaching and the Far West Laboratory's Minicourses. The package includes bibliographies concerning questioning techniques, oral language development, tutoring, and the use of interaction analysis. Analysis papers detail various minicourses and give a general overview to the topic. (JB)

ED 083 128

SP 006 866

Mathison, Moira B.

Opening the Doors of Opportunity (Part 4 of the ERIC Clearinghouse on Teacher Education Project on Career Education).

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 73

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *Career Education, *Career Planning, *Goal Orientation, Occupational Aspiration, Vocational Adjustment, *Work Attitudes, Work Experience

This document discusses the topic of career education from a variety of viewpoints. Keynoting the paper is a detailed analysis of remarks on the topic made by Sidney Marland at a 1971 meeting of the National Association of Secondary School Principals in Houston; at that point career education as a movement got started. There follows a number of discussions, definitions, and arguments by various authorities concerning the concept of work and how it applies to career education. A final selection considers the implications of these varying opinions and the present position of the National Institute of Education. (JB)

ED 083 129

SP 006 873

Ciampa, Bartholomew J.

Teacher Training: A Competency-Based Liberal Arts Rationale.

Pub Date 74

Note—154p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cooperating Teachers, Lesson Observation Criteria, *Performance Based Teacher Education, *Preservice Education, *Secondary Education, *Student Teaching, Teaching Experience, Teaching Guides

This document describes the Secondary Teacher Education Sequence at Nason College, Springvale, Maine. Following a brief introduction, the organization of the program is outlined, with emphasis on the following objectives: a) an understanding of the underlying theories of successful teaching and learning; b) observation of student development in relation to the classroom teacher; c) the development of skills necessary to evaluate the teaching and learning processes; d) the development of a personal and professional growth pattern; e) an understanding of the effect of school personnel and service on total student development; f) an understanding of human relations; and h) the employment of self-evaluation techniques. A discussion of the role of the student teacher focuses on personal and instructional competencies, observation techniques, lesson plans, and evaluation. Responsibilities of the supervisory teacher are outlined in relation to the student, classroom, and conferences. An evaluation form, questionnaire, placement information, the Maine Certification Criteria (Secondary), media references, and an eight-page bibliography are included. (BRB)

ED 083 130

SP 006 883

Tostberg, Robert E.

On "Educational Theory."

Pub Date Feb 73

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Philosophy, Educational Practice, Educational Principles, Educational Research, *Educational Theories, *Foundations of Education

Identifiers—Hirst (Paul)

Hirst's approach to educational theory rejects the views that it is fundamentally philosophical or scientific. Rather, Hirst distinguishes between "forms of knowledge" (e.g., mathematics and physics), "fields of knowledge" (collections of knowledge from various forms with no unique concepts, structures, or tests), and "practical theories"; he finds educational theory to be a "practical theory," entirely dependent on forms of knowledge and thus unworthy of its status as an autonomous discipline. Hirst's initial assumption, that it is function of educational theory to determine practical aims, at once equating educational

theory and practical theory, is limited, ill-founded, and misconceived. The notion of a grounding concept, functioning both descriptively and normatively, in justification, provides a means for understanding an important relationship between knowledge about education and practical principles for education; moreover, educational theory, taken as a body of descriptive-explanatory knowledge, can be distinguished from but still properly brought to bear on the forming of prescriptions for the conduct of education as a policy domain. (JA)

ED 083 131

SP 006 884

Crabbe, James M.

Social Facilitation Effects on Children During Early Stages of Motor Learning.

Pub Date [73]

Note—25p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Early Childhood Education, Educational Theories, *Learning Processes, *Motor Reactions, Psychomotor Skills, *Social Experience, *Testing

This study investigated the Zajonc-Cottrell theoretical conflict pertaining to drive by testing children during early learning on a gross motor task, with the audience effect paradigm of social facilitation. Two hundred forty youngsters served as subjects. They were selected randomly from both sexes and equally from a large preschool and public school second grade. Each subject completed 10 trials on the stabilometer task under an "Alone" or an "Audience" learning condition. Average and trend learning scores were computed for each subject. Second-grade subjects attained a higher level of performance than did preschool subjects. The analysis for rate of learning revealed an interaction between audience conditions and age levels. Preschool subjects learned in the "Alone" condition at a higher rate than when in the presence of an audience. However, second-grade subjects learned at a higher rate in the presence of an audience than in the "Alone" condition. Within the limitations of this study, it was concluded that the motor response tendencies of children are most probably influenced by their prior social experiences. This conclusion tended to support the Cottrell hypothesis that performance, in the audience paradigm of social facilitation, is dependent upon the child's social history. (Author/JA)

ED 083 132

SP 006 888

Wilbur, Paul H. Gooding, C. Thomas

Attitude Changes in Student Teachers as a Function of Type of Student Teaching Experience.

Pub Date Apr 73

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Changing Attitudes, *Student Teachers, *Student Teaching, *Teacher Attitudes, *Teacher Behavior, Teacher Characteristics

One hundred and five teacher trainees participated in different types of student teaching. The Teacher Perception Q Sort was used to evaluate changes in perception. Five factors were measured: a) self revealing/self concealing, b) learner/teacher centeredness, c) broad/narrow view of teaching, d) process/facts oriented, e) freeing/controlling attitudes. A factorial ANOVA was performed on data from changes on factors a and c becoming more concealing and controlling, with significant differences between team teaching and more traditional approaches. Results support calls for new experimental teacher professional education programs. (Authors)

ED 083 133

SP 006 889

Hartnett, Barbara M. Rumery, Robert E.

Mark Chain Analysis of Classroom Interaction Data.

Pub Date Feb 73

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Interaction, *Interaction Process Analysis, *Preservice Education, *Student Reaction, *Student Teaching, Teacher Characteristics, Teaching Techniques

Classroom interaction data matrices obtained from a preservice training project in techniques of achieving divergent pupil responses were compared using a statistical procedure outlined by Darwin (1959). The procedure interprets interaction sequences as realizations of Markov chains. Contrary to results of an earlier study (Pena, 1972), interaction matrices were found to satisfy the dependency assumptions for Markov chains. Significant differences were found between interaction sequences for classes at different levels and between trained and untrained student teachers. Within-teacher comparisons were not significant. Pena's conclusion that the tests are too powerful is criticized on logical and methodological grounds. (Authors)

ED 083 134

SP 006 890

Fox, Karen F. A.

Incentives for School Achievement.

Pub Date Feb 73

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Incentive Systems, Learning, *Motivation, Parent Influence, *Parent Participation, Reading Research, *Reading Skills Identifiers—Jung (S M)

In 1971, the Wethersfield, Connecticut School Department received a U.S. Office of Education grant to initiate a study testing some of the incentive models proposed by Jung and his colleagues. The goal of this project was to improve students' initial mastery of reading skill objectives by a program of assigning appropriate objectives to each student, testing mastery of assigned objectives through criterion-referenced tests, and finally awarding incentives to target groups based on students' mastery of assigned objectives. In addition, the project has the goal of implementing and evaluating the impact of three incentives. Four experimental groups were devised: Student, Parent, Parent-Student, and Control (no treatment). In the Student Incentive Treatment, students received instruction, Regional Center Materials, and the 1972 10X Catalog of toys, books, or records, and, ultimately, a class field trip. Incentives in the Parent Incentive Treatment included parents praising student success as an incentive \$200 if 80 percent of the children in the class achieved 80 percent of their assigned objectives with 80 percent accuracy. The Parent-Student Treatment combined the incentives of the first two groups. (The document contains information on the analysis of the reading achievement outcomes and classroom observation data, supportive tables, and a discussion of the results.) (For related document, see ED 062 668.) (JA)

ED 083 135

SP 006 892

Individualized Instruction: Selected Elements, Programs, and Instructional Materials.

Texas Information Service, Austin.

Pub Date [72]

Note—105p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, Flexible Scheduling, *Individualized Instruction, Information Sources, *Instructional Aids, *Instructional Materials, *Protocol Materials

This information package was developed by the Texas Information Service (TIS) to provide Texas educators with practical information on individualizing instruction. In addition to information on programs and practices, items on related concepts and instructional materials were included. The general contents of the package were divided into two groups: a) reprints, summaries, transparency masters; and b) resource materials. A chart with the title of each item in the package was also presented indicating the primary user group for which it was intended: administrator, teacher, parent, or teacher trainer. An update to the package was also included, listing the 1973 demonstration schools in individualized instruction, a 1972 annotated bibliography on individualizing instruction, Regional Service Center Materials, and the 1972 10X Catalog of Objectives Collections and related materials. (Author/BRB)

ED 083 136

SP 006 893

Fitzhenry-Coor, Ina Buckholdt, David

A Procedure for Recording Sequential Patterns of Social Interaction in the Classroom.

Pub Date [73]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, *Interaction, *Interaction Process Analysis, Observation, *Student Behavior, *Teacher Behavior

A classroom observation procedure for recording and quantifying complex, sequential interactions between subject and teacher or peers has been developed. Two instruments, used in tandem, test hypotheses concerning the consistency of the subject's interactions. The Sequential Record, which is used to record observation, is analyzed for repetitive patterns of social behaviors. These patterns are tested quantitatively over time-series observations with the Interaction Recording Sheet, a tabular format containing 35 categories of student or teacher/peer behaviors. Categories are marked continuously and in sequence throughout the observational period; specific patterns of three to six points of interaction are drawn from the data and quantified. (Author)

ED 083 137 SP 006 894

Rumery, Robert E. Hartnett, Barbara M.

Multidimensional Scaling of Classroom Interaction Data.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Program Development for Gifted Children; Illinois State Univ., Normal.

Pub Date [73]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Research, Data Analysis, *Interaction, *Interaction Process Analysis, *Multidimensional Scaling, *Research Methodology

Identifiers—Classroom Interaction Data

The use of Kruskal's nonmetric multidimensional scaling model for analysis of classroom interaction data is discussed. Four distance models are proposed which lead to multidimensional representation of single sequences, sets of sequences, and behavior categories using symmetric and conditional proximity options of the model. Results of application of the four models to real data revealed that single sequence and sets of sequences were adequately represented in spaces of two or three dimensions. The dimensions were interpretable as classroom climate variables and/or affective or cognitive content of verbal behavior. Relative advantages of symmetric and conditional proximity models are discussed. (Author)

ED 083 138 SP 006 895

Udyke, Wynn F. And Others

Effects of Rate of Movement on Effective Maximal Force Generated by Elbow Extensors.

Pub Date Apr 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biophysics, *Exercise (Physiology), *Motor Reactions, *Muscular Strength, *Physical Education, *Physiology, Scientific Research

This study investigated the effects of the velocity of muscular contraction on the effective force (torque) exerted by forty 18- to 21-year-old males. The dynamometer lever arm, the fulcrum of which was aligned with the axis of elbow rotation, allowed extension and flexion for the subjects. All subjects were tested at three velocities (.10, .20, and .33 radians/sec) for each mode of contraction: concentric and eccentric. Subjects tested in the concentric mode accelerated the lever arm by contraction of the elbow extensors, while subjects in the eccentric mode resisted elbow flexion forced upon them by the dynamometer. The hypothesis that forces observed would have an inverse relationship to the speed of muscle shortening or lengthening was rejected. Analysis revealed similar force curves at all speeds, in terms of peak forces and slopes of the curves. Mean peak forces occurred approximately at the same point in the curves, regardless of mode or speed. Eccentric forces were consistently higher than concentric forces. It was concluded that subtle adaptations in the musculoskeletal linkages resulted in relatively constant force output, regardless of variations in rate of muscle shortening. (Author/BRB)

ED 083 139

Opportunities Abroad for Teachers 1974-75.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-74-19300

Pub Date 73

Note—32p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (DHEW-OE-74-19300, \$40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Intercultural Programs, *Programs, *Seminars, *Short Courses, *Teacher Exchange Programs

Identifiers—US Office of Education

This brochure explains the teacher exchange program carried out by the U.S. Office of Education in cooperation with the Department of State. It provided details of the opportunities available for qualified American teachers to teach abroad for the 1974-75 academic year, primarily in the elementary and secondary schools of other countries. It also notes that, with the cooperation of American schools, teachers from other countries may teach for an academic year in the United States under the same program. The brochure contains information on opportunities for participation in selected short-term seminars abroad in 1974-75. (JB)

ED 083 140

SP 006 897

Lickona, Thomas And Others

Project Change: Open Education for Teachers and Children.

State Univ. of New York, Cortland Coll. at Cortland.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Grant—OEG-0-70-1843

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Early Childhood Education, Educational Development, *Inservice Teacher Education, *Interdisciplinary Approach, *Open Education, Paraprofessional School Personnel, *Performance Based Teacher Education, Student Projects, Teacher Programs

Identifiers—*1973 Distinguished Achievement Award Entry

Project Change is an early childhood (ages 3-9) teacher education program at the State University of New York College at Cortland. Presently supported by U.S. Office of Education funding but guaranteed permanent institutionalization by the college, the project seeks to train effective open classroom teachers in central New York through a master's program that combines performance-based training and open education. As part of a special emphasis on developing teachers as leaders of change in their schools, the program includes a variety of innovative in-service education activities, including the intensive training of 10 professional/paraprofessional early childhood teams nominated each year by area schools. The program stresses the creation of school-community support systems for change and the development of Cortland College as an open education resource center for public schools in the region. An appendix on coping with individual differences in the classroom is included. The agenda from 3-day workshop entitled "Education: Increasing Alternatives for Teachers and Children" is also presented. (Author/BRB)

ED 083 141

SP 006 899

Eastern Airlines' Volunteer Program. Progress Report.

March 15, 1972 - May 25, 1972.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Experimental Programs, *Occupational Guidance, Professional Personnel, Student Needs, *Teachers, *Volunteers

During the second semester of the 1971-72 school year, a pilot effort was initiated to use Eastern Airlines personnel as volunteer teachers. With the assistance of Eastern Airlines Officials and the Dade County Public Schools Division of Instruction, six community schools in the Northeast, North Central and South Central districts were opened to the Eastern Airlines Volunteer Program. The overall goal of the project was to meet youths' requests for assistance in the areas of academic subjects, vocational pursuits, or special interests and to give youths an opportunity

to interact with an adult who is interested enough to give his time and to listen. (Included in this document are tables, copies of evaluation and questionnaire sheets, and as an appendix, volunteers' comments and recommendations.) (Authors/JA)

ED 083 142

SP 006 900

Oliver, Maurice

A Review of Literature: Training and the Change Process.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Div. of Assessment and Coordination.

Pub Date Sep 71

Contract—OEC-0-71-3330

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Change, *Educational Change, Educational Theories, *Literature Reviews, *Organizational Change, Professional Training, *Teacher Education

This document is a review of literature on the educational change process; it is designed to detail the role of training in the process of dissemination in a changing climate of education. To do this, it gives attention to defining educational change. The document is divided into five chapters. Chapter one, entitled "Defining the Change Process—An Exercise in Gerrymandering," reviews different approaches to types and theories of change, change models, and phases of change. Chapter two, "People and the Change Process," covers leadership, institutional role, and organizational change, structure, and climate. Chapter three focuses its attack on training and the change process and considers inhibitive and facilitative views of training, an emerging definition of training, and some research studies on training and the change process. Chapter four, on instrumentalities of change, is divided into two sections: meetings that focus on diagnosing a situation and meetings that focus on altering it. Chapter five is a summary; it states that the literature reviewed contains little that is reliable and dependable for use by the practicing school administrator in the task of administering for change. There is an 11-page bibliography. (JA)

ED 083 143

SP 006 903

Ulibarri, Mari-Luci

Of the Variables Causing an Institution to Have an Outstanding Teacher Education Program, How Much Import Can Be Attributed to the Fact that the Institution Recruits & Selects "Outstanding" Students?

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Div. of Assessment and Coordination.

Pub Date Aug 71

Contract—OEC-0-71-3339

Note—120p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Faculty Recruitment, *Teacher Education, *Teacher Recruitment, *Teacher Selection, *Teacher Supply and Demand

The question of entrance requirements for teacher education program is discussed; in particular, the relationship of student quality to program quality is examined. Selection procedures, recruitment, curricula, faculty, students, resources and facilities, and program review and evaluation procedures are analyzed in detail. Also mentioned is the need for a scientific definition of an outstanding human being so that such humans can be assimilated into outstanding teacher education programs. (JB)

ED 083 144

SP 006 904

Guttenberg, Richard

Incentive Systems for Education Personnel. Final Report.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Div. of Assessment and Coordination.

Pub Date Sep 71

Contract—OEC-0-71-3319

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Differentiated Staffs, *Incentive Systems, Merit Pay, *Motivation, Performance Contracts, Rewards, *Teacher Motivation, Teaching Quality

Herein are discussed the question of what is an incentive; the use of incentives in industry; the current patterns of reward and punishment in the schools; policy implications of the patterns of re-

ward and punishment currently found in the schools; from an historical view, the incentive systems that the schools have tried out in the past, including scientific management and merit pay; and new incentive systems, including differentiated staffing and performance contracting. (Note: In the copy, the last line is missing on several pages.) (Author)

ED 083 145 SP 006 907

Eachus, Herbert Todd
In-Service Training of Teachers as Behavior Modifiers: Review and Analysis.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Div. of Assessment and Coordination.

Pub Date 17 Sep 71

Contract—OEC-0-71-3317

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavior Change, *Conditioned Response, Conditioned Stimulus, *Inservice Programs, *Inservice Teacher Education, *Operant Conditioning

The basic principles of operant and classical conditioning are presented, and their applications for the in-service training of teachers are discussed. Certain classroom behaviors are analyzed and applied to the classic stimulus-response paradigm. Activities are generically classified as positive or negative reinforcers and these reinforcers, in turn, are applied to teaching goals such as student achievement, self-confidence, and self-esteem. In this vein, precision teaching and contingency contracting are presented as teaching systems that use behavioral principles. Related print and video materials are listed and discussed. (JB)

ED 083 146 SP 006 908

Sobol, Francis Thomas
What Variables Appear Important in Changing Traditional Inservice Training Procedures.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Div. of Assessment and Coordination.

Pub Date Nov 71

Contract—OEC-0-71-3342

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, *Educational Innovation, Educational Research, *Inservice Teacher Education, *Literature Reviews, *Organizational Change, Teaching Programs

Herein are discussed descriptive findings from the educational literature on the question of what variables appear important in changing traditional in-service training procedures. The question of the content versus the process of in-service training, important problems in in-service training programs, and implications of the important problems are also discussed. Educational research bearing on changes in in-service training programs and those bearing on organizational innovation in education and business are also presented. (Author)

ED 083 147 SP 006 909

Joyce, Bruce R.

The Promise of Performance. (Competency)-Based Education: An Analytical Review of Literature and Experience. Final Report. SPON:BBR08936

Pub Date Sep 71

Contract—OEC-0-71-3331

Note—292p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Definitions, Educational Innovation, Instructional Materials, *Literature Reviews, *Performance Based Teacher Education, Teacher Centers, Teacher Programs

This analysis, a review of literature and experience on performance-based education, is divided into nine chapters: chapter one, "The Short Form: Best-Guess Working Hypotheses for Competency-Based Education" (a summary of the frame of reference for this study and the recommendations for performance-based education which resulted from the effort); chapter two, "Performance-Based Education: Overview and Definitions"; chapter three, "Origins: Where Did Competency-Based Education Come From?" (a brief history of its development in military training, cybernetic psychology, programs for children, and applications to teacher education); chapter four, "Innovation and Competency-Based Teacher Education"; chapter five, "The Bureau of Research Models: The Application of the

Systems Approach"; chapter six, "The Model of the Teacher: Is a Generalist a Set of Specialists?" chapter seven, "The National Teaching Style: The Target of Teacher Education" (a brief analysis of the objective studies of teaching); chapter eight, "What Would Be the Nature of a Comprehensive, Competency-Based Teacher Education Program?" and chapter nine, "What Would Be the Nature of a Competency-Based Teacher Center?" The appendix, "The Enormous Software Problem," consists of a review of available performance-based teacher education materials. The appendix is divided into seven sections. (Author/JA)

ED 083 148 SP 006 911

Mohr, Paul

Current Research and Development Efforts in In-service Training and Curriculum Planning for Teacher Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Div. of Assessment and Coordination.

Pub Date [71]

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, Educational Development, Educational Research, *Evaluation, *Inservice Teacher Education, *Performance Based Teacher Education, Teacher Certification, Teacher Role, *Training Techniques

The need for and purpose of in-service training, including some goals and weaknesses in the teaching profession are presented. Teacher training models, in-service programs for teachers of disadvantaged and economically deprived children, the relationship of innovations to technology, the changing roles of teachers, performance-based teacher certification, and the role of evaluation are discussed. (Portions of the bibliography may be illegible.) (Editor)

ED 083 149 SP 006 914

Eve, Arthur W.

Variables of Institutional Change at the Elementary and Secondary School Levels.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Div. of Assessment and Coordination.

Pub Date Sep 71

Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Change Agents, *Educational Change, Educational Innovation, Elementary Education, *Institutional Role, *Organizational Change, Secondary Education, *Social Change, Social Characteristics

Herein is discussed the individual human being, including his sense of competence, the relationship of authoritarianism to his receptivity to change, his values, his needs, his past experience, his feelings of threat, the effects of fear on him, his tendency to distort information, his attitudinal changes, and his information seeking. The phenomenon of groups, including participation in groups, group cohesiveness, group resistance, the effect of conformity and social support on the behavior of individuals in the group, social integration and similarity of background, the effect of status, community of norms, and the effect of leadership in the group is also discussed. The phenomenon of organizations, including those forces that tend to restrain change within them and those forces which tend to support change, is presented. Also included are aspects of an innovation in general terms, including its intrinsic characteristics, various sizes, and various kinds. The intrinsic characteristics and roles of linking agents, such as conveyors, consultants, trainers, leaders, innovators, defenders, knowledge builders, practitioners, and users, are discussed. (Author)

ED 083 150 SP 006 925

Bellott, Fred

[Methodologies for Ascertaining Local Education Needs and for Allocating and Developing Resources.]

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Div. of Assessment and Coordination.

Pub Date [71]

Note—169p.

Available from—ERIC Clearinghouse on Teacher Education, Number One Dupont Circle, Washington, D.C. 20036 (on loan)

Document Not Available from EDRS.

Descriptors—*Educational Finance, *Financial Needs, *Program Budgeting, *School Accounting

A survey of 125 school systems in the United States was conducted to investigate methodologies used for developing needs assessment programs at a local level. Schools were asked to reply to a questionnaire which attempted to detail and identify how needs assessment programs are set up, what methodologies are employed, the number of resultant publications, and any important source documents used. Results indicate that few school districts have any systematic approach to defining educational needs. Frequently, needs assessment programs have been undertaken by local districts as part of a request for funds from state or federal programs; these assessments have often been regarded as necessary evils associated with accounting for government funds. Other programs have been developed to identify long-term directions and goals, or to justify decisions that have already been made, or to provide an exposition of a current problem. (JB)

ED 083 151 SP 006 936

Orlosky, Donald E.

Teacher Competence: To Do What?

Pub Date [73]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 25-March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, Educational Policy, Performance Based Teacher Education, *Performance Criteria, Teacher Education, *Teacher Evaluation, *Teacher Responsibility, Teaching Quality

This paper treats the theoretical underpinnings of accountability, particularly as they relate to specifying competencies that are used to evaluate an individual teacher's effectiveness. Contingencies and factors that influence the selection of competencies are discussed. Stressed is the virtual impossibility of adequately preparing teachers to perform "competently" if the competencies are not properly delineated. In turn, it is stressed, unless accountability policies and accompanying procedures are brought under reasonable control in this way, we will not be able to honor the overriding intent of accountability—to hold a teacher responsible for pupils' learning. (Author/JA)

ED 083 152 SP 006 937

Soar, Robert S. And Others

Change in Classroom Behavior from Fall to Winter for High and Low Control Teachers.

Pub Date [73]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attention Control, *Class Management, *Teacher Behavior, *Teacher Characteristics, *Teacher Influence, *Teaching Styles

This study identified two groups of teachers with different control styles and examined changes in their behavior during the year. Seventeen K-2 teachers who varied in control style were observed at the beginning of school, in late October, and during the winter. Four observation instruments, a rating device, and a classroom description were used. Analysis of variance with repeated measures showed less convergent teaching, direction, and criticism for low control teachers, but more differentiation, exploration of ideas, and acceptance. Strong teacher control, pupil negative affect, and application of previous learning decreased for both groups while teacher acceptance increased. Two interactions were significant. (Author)

ED 083 153 SP 006 938

Ster, William F., Jr.

An Overview of Organized Athletic Competition Among Pupils of Elementary School Age.

Pub Date Feb 73

Note—18p.; Speech presented to Senior Physical Education Majors at Shepherd College, Shepherdstown, West Virginia

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Athletic Programs, *Child Development, *Elementary Education, Injuries, *Literature Reviews, Males, *Physical Education, Physiology, Social Factors

In 1952 the American Association for Health, Physical Education, and Recreation (AAHPER) recommended that interschool competition be disapproved for children below the ninth grade; recent AAHPER surveys, however, indicate that highly organized athletic competition exists for today's elementary youth. Although no studies have been made on the long-range effects of athletics on youth and other research results are contradictory, there is evidence that vigorous physical activity for young boys can be beneficial. There is no hard evidence that it is detrimental. Each specific program should be individually evaluated with respect to its potential output in any given situation. Moreover, physical activity must be accompanied by exemplary supervision, both medical and educational. (This speech provides an extensive review of the literature on the physiological and sociological aspects of elementary school athletics and its potential injury problems.) (JA)

ED 083 154 SP 006 939

Reed, Horace B. Crosby, Jeanie W.

Alternatives in Teacher Preparation: A Case Study.

Pub Date 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, *Educational Planning, Open Education, *Preservice Education, *Teacher Education

This is an analysis of the distinguishing features of 20 or so alternative teacher preparation programs at the University of Massachusetts, School of Education. The rationale for their existence is also presented. Programs are categorized in three ways: a) by ends and rationales, b) by motifs, and c) by programmatic components. Specific programs among the 20 illustrate the usefulness of the categories. A brief description of each alternative program is appended. (Author)

ED 083 155 SP 006 940

Bower, Eli M.

Teachers Talk About Their Feelings.

National Inst. of Mental Health (DHEW),

Rockville, Md. Center for Studies of Child and Family Mental Health.

Report No.—DHEW-HSM-73-9032

Pub Date 73

Note—41p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1724-00291 \$3.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Teachers, *Teacher Attitudes, Teacher Behavior, Teacher Morale, *Teaching Experience

In preparation for this publication, 16 young teachers from different grade levels and different school districts were invited to meet in group discussions and speak about their experiences. All sessions were taped; the transcript was edited and organized to show the moment of passion, crisis, and growth of new teachers. The tape extracts have been grouped into seven sections whose subject headings reflect major themes of the discussions: That First Year, The Kids, The Administration, The Staff, The Parents, The System, and The Teachers Themselves. (Editors/JA)

ED 083 156 SP 006 941

Drummond, Robert J. Littlefield, Maurice

Summative Report of Cooperative Teacher Education Program 1972-73.

School Administrative District 71, Kennebunk, Maine.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Maine State Dept. of Educational and Cultural Services, Augusta.

Pub Date 73

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College School Cooperation, Educational Change, *Laboratory Schools, *Preservice Education, *Student Teachers, Teacher Education, *Training Techniques

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This project was designed to change education by changing the learning process in the training of future teachers. Twenty-five college juniors worked in the Kennebunk and Kennebunkport schools all day, every day for a full school year. Each trainee was assigned to a classroom teacher,

who became his tutor. Instructors from the university came to the public school each week, on a regular basis, to present the necessary theory and background information to the trainees. Students received up to 30 college credits in methodology for the year. They were allowed to work at different grade levels. The project attempted to involve the university and the student in a partnership. Its main objectives were as follows: a) to bring about change in the present method of preparing teachers through extended participation by trainees in public school classrooms; b) to utilize better the resources of the university for the public school by having the university directly involved in a cooperative project; and c) to exchange ideas between the public school practitioner and the university instructor. (Authors/JA)

ED 083 157 SP 006 942

Wilcox, Stanley, Comp.

International Teacher Exchange.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-73-19000

Pub Date 73

Note—25p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1750-01125 \$3.60)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment Practices, *Employment Qualifications, Intercultural Programs, *International Programs, Loyalty Oaths, *State Laws, Teacher Certification, Teacher Employment, *Teacher Exchange Programs

This document is a summary of state regulations and requirements affecting the international exchange of teachers. Included are a summary of state regulations, which discuss matters such as citizenship and loyalty oath requirements, certification and fees for foreign exchange teachers, and retirement and credits for American exchange teachers; a table listing exchange policy regulations for all 50 states; and a brief history and description of the U.S. Office of Education's Teacher Program. (JA)

ED 083 158 SP 006 944

Katz, Lilian G. And Others

The Advisory Approach to Inservice Training.

Illinois Univ., Urbana.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, *Inservice Teacher Education, Program Effectiveness, Teacher Attitudes, *Teacher Guidance, Teacher Supervision

This report presents the highlights of a year's experience with the advisory approach to the inservice education of elementary school teachers. The term "advisory" is defined as in-service assistance to teachers that is provided only at their request, in terms of their own goals, and "in situ" rather than in formal courses; it is designed in such a way that teachers become self-reliant and independent. The report, based largely on the advisors' field notes, answers questions about what it is like to be an advisor, what problems arise in the course of using this approach, and how an advisory system should be designed. Section headings reflect the pilot's major objectives (e.g., Advisors' Personal Problems; Reaction of Teachers). (JA)

ED 083 159 SP 006 945

Menges, Robert J.

Assessing Readiness for Professional Practice. Occasional Paper Number One.

North Western Univ., Evanston, Ill. Center for the Teaching Professions.

Spons Agency—American Association of Theological Schools, Dayton, Ohio.

Pub Date Jul 73

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Certification, *Credentials, *Professional Education, *Professional Occupations, Professional Personnel, *Standards, Teachers

This report asks what are the characteristics a person should possess before being admitted to practice as a professional, how and by whom are those characteristics identified, and how are they

measured. It identifies and selects certain criteria common to all professionals; then it details various aspects involved in assessment and certification. Some of these aspects are personality, knowledge and ability to apply subject matter, and job performance. A list of resource journals and major associations and agencies contacted and a description of procedures are appended. (JB)

ED 083 160 SP 006 946

Ober, Richard L.

Preparing Teachers in the Age of Accountability.

Pub Date Feb 73

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Continuous Learning, *Educational Accountability, Field Experience Programs, Inservice Teacher Education, Laboratory Training, Preservice Education, *Teacher Education, *Teacher Supervision

This document relates the basic notion of accountability to the preparation and supervision of teachers within the limits of accountability. The paper discusses the following questions: a) What competencies are the responsibility of preservice and inservice education? b) What is the role of supervision in teacher accountability? Of the individual? c) What is the role of laboratory/field experiences in the preparation of a teacher? d) What is the nature of the internship as it is affected by the accountability movement? and e) How can a candidate for teaching be adequately prepared to carry on a continuous program of self-improvement through his career? These and similar questions are discussed in the light of the current pressure for accountability. (Author/JA)

ED 083 161 SP 006 947

Birkel, Lane F.

A Theoretical Basis for Organization of Curriculum.

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, Curriculum Development, *Curriculum Research, Logic, Psychology, Theories

This article proposes a new look at an old dispute in the area of curriculum theory, that of logical and psychological organization. First, erroneous assumptions about both of these forms of organization are examined. Unwarranted associations with the immaturity-maturity continuum, the process-product distinction, and the intellectual-practical dichotomy are pointed out. The paper sets forth a position, describing how logical and psychological considerations apply to the process of education. A theory of curriculum organization is developed which integrates both of these considerations. (Author)

ED 083 162 SP 006 948

Miller, George H.

Individualization of Instruction: The Elementary School. Education Monograph No. 6.

Montana Univ., Missoula. Div. of Educational Research and Services.

Pub Date Sep 70

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Strategies, *Elementary Grades, Individualized Curriculum, *Individualized Instruction, *Individualized Programs, Individualized Reading, Individual Needs, *Instructional Innovation, *Teaching Methods

This paper delves into the concepts of individualized instruction at the elementary school level. Following an explanation of individualized instruction, the paper presents two differing points of view concerning how provisions can be made to individualize instruction: a) the patterned approach, which emphasizes the logical sequence involved in teaching a subject, and b) the unpatterned approach, which rejects the idea of the above. The vertical and horizontal organization of the school is then discussed in relation to graded and nongraded schools and to general ability and multi-age grouping of students. Individual differences found in the classroom are treated, as are provisions for dealing with these differences. Various uses of individualized instruction in the subjects of reading, social studies, and science are noted. A 15-item bibliography is included. (For related documents, see SP 006 949-953.) (BRB)

ED 083 163 SP 006 949
 Zimmerman, R. R. Halbert, T. D.
Individualization of Instruction: Evaluation—A Roadblock. Education Monograph No. 5.
 Montana Univ., Missoula. Div. of Educational Research and Services.
 Pub Date Aug 70
 Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Academic Achievement, *Evaluation Criteria, Evaluation Techniques, *Grading, *Individualized Instruction, *Learning Characteristics, Student Evaluation, *Summative Evaluation

This monograph questions the use of grading as an evaluation of student performance. The paper emphasizes that grading does not take into consideration some of the factors that affect learning: a) individuality, b) responsibility of the student, c) experience in learning, and d) motivation. Research on the detrimental effects of the present system of grading is briefly reviewed. The criteria that should be served through evaluation are stressed: a) facilitation of self evaluation, learning, and teaching; b) inclusion of educational objectives; c) provision for feedback to questions of curriculum development and educational policy; and d) production of appropriate records. An alternative approach to the current grading system, which includes the above criteria, is presented. The Complete-Incomplete system is discussed: it contains the positive aspects of the pass-fail system without the failure dimension. A 16-item bibliography is included. (For related documents, see SP 006 948, 950-53.) (BRB)

ED 083 164 SP 006 950
 Berg, L. L. And Others
Individualization of Instruction: Flexible Scheduling. Education Monograph No. 4.
 Montana Univ., Missoula. Div. of Educational Research and Services.
 Pub Date Nov 70
 Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Course Organization, *Curriculum Development, *Flexible Scheduling, *Schedule Modules, *Scheduling, *Time Blocks
 Flexible modular scheduling is discussed as a means for achieving individualized instruction in the classroom. Scheduling, in general, is presented as a compromise among four elements: a) individualizing the educational program for each student, b) utilizing available facilities, c) utilizing available staff, and d) capitalizing on staff competencies. Variable schedules, or blocks of instruction time, are also examined as they lend themselves to instruction cycling. Flexible modular scheduling, or schedules of small blocks of time, is discussed finally in relation to both alternative and traditional forms of scheduling. (For related documents, see SP 006 948-49, 951-53.) (BRB)

ED 083 165 SP 006 951
 Hunt, J. J. McLean, A. F.
Individualization of Instruction: Continuous Progress Education. Education Monograph No. 3.
 Montana Univ., Missoula. Div. of Educational Research and Services.
 Pub Date Apr 70
 Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Continuous Progress Plan, Curriculum Design, *Elementary Grades, Flexible Schedules, *Individualized Curriculum, *Individualized Instruction, Nongraded System, *Teaching Methods

After presenting information on the general inadequacies of the graded system in schools, this monograph discusses the possibility of advancing the individual educative process through the concept of continuous pupil progress. The following proposition is presented: If there are no grades; if a child progresses according to his own ability; if the teacher allows for individual differences in the classroom, then the child should naturally grow in individual social and academic accomplishments. The continuous progress plan of individualized instruction is then outlined as an alternative to the graded system. The Exshaw Plan from the Exshaw School District, Exshaw, Alberta, Canada, is presented as a guide. The level system of vertical organization and the grouping system of horizontal organization for this plan are described. Within these systems, the following

points are emphasized: a) placement decisions, b) rate of progress, c) curriculum content, d) curriculum organization, e) teacher and student organization, and f) student progress reports to parents. A two-page bibliography is included along with 10 figures of data. (For related documents, see SP 006 948-950, 952-53.) (BRB)

ED 083 166 SP 006 952
 Hunt, J. J. And Others
Individualization of Instruction: Team Teaching. Education Monograph No. 2.
 Montana Univ., Missoula. Div. of Educational Research and Services.
 Pub Date Apr 70
 Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Cooperative Teaching, Departmental Teaching Plans, *Individualized Instruction, Instructional Staff, *Organizational Development, *Teacher Education, *Teaching Methods, *Team Teaching

This monograph defines team teaching and discusses its rationale in relation to individualized instruction. The paper defines team teaching as "unified, yet diverse, direction of learning activities by a committed coalition of thoughtful, dedicated persons." Also defined are the following patterns of team membership and organization, which are designed to provide staffing suggestions, an illustration of roles, and development of specialized instruction: dual team teaching, cooperative team teaching, departmental team teaching, interdisciplinary team, symbiotic team, interdisciplinary team, and multifarious team. The rationale of team teaching is then discussed in relation to providing a functional, realistic approach to the learning process, especially when implemented with flexible scheduling and continuous progress designs. A five-page bibliography is included, along with 7 diagrams. (For related documents, see SP 006 948-951, 953.) (BRB)

ED 083 167 SP 006 953
 McLean, A. F. Hunt, J. J.
Individualization of Instruction: A Rationale. Education Monograph No. 1.
 Montana Univ., Missoula. Div. of Educational Research and Services.
 Pub Date Mar 70
 Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—Curriculum Design, *Individualized Curriculum, *Individualized Instruction, Individualized Programs, Instructional Media, *Open Education, Programs, School Environment, *Teaching Methods

This document explains the reasoning behind the need for individualized instruction. After a brief description of the task of education and its philosophy, the paper goes on to define the educative process in terms of a number of dimensions and aspects: a) the substantive dimension, or actual curriculum design; b) the procedural dimension, or teaching methods that enhance learning; c) the environmental dimension; d) the physical aspects, or the dimensions of the plant itself; and e) the technological aspects, or the use of various media. Seven figures and a bibliography are included. (For related documents, see SP 006 948-952.) (JB)

ED 083 168 SP 006 955
 Accreditation Documents for Undergraduate Programs in Home Economics.
 American Home Economics Association, Washington, D.C.
 Pub Date 72
 Note—75p.

Available from—American Home Economics Association, 2110 Massachusetts Avenue, N.W., Washington, D.C. 20036 (Publication No. 0111 \$5.00)

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Academic Standards, *Accreditation (Institutions), *Facility Guidelines, Home Economics Education, *Physical Facilities, Undergraduate Study

This document outlines the accreditation process for undergraduate programs in home economics. The structure of the American Home Economics Association (AHEA), the accrediting organization for home economics, is detailed in the introduction. Criteria and guidelines for accreditation in relation to the organization and administration, faculty, library and physical facilities, programs, students, and supporting

disciplines are presented. The procedures for accreditation are outlined as follows: a) initial examination, b) policies and procedures for evaluation visits, c) protocol during and responsibilities following the visit, d) compilation of reports, e) council review and action on evaluation reports, and f) announcement of accreditation actions. An application form for accreditation is included. Information is also presented on compiling self-evaluation reports, stressing goals and objectives, managing, and administering. Six forms used in the accreditation process are included, along with the steps used in the process. (BRB)

ED 083 169 SP 006 960
 Teacher Education in Music: Final Report.
 Music Educators National Conference, Washington, D.C.
 Pub Date 72
 Note—60p.
 Available from—Music Educators National Conference, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.50)

Document Not Available from EDRS.
 Descriptors—*Guidelines, Music, Music Education, *Music Teachers, National Surveys, *Teacher Characteristics, *Teacher Education, Teacher Programs, *Teaching Quality

This document, a report on teacher education in music, contains both recommendations and surveys of current activities from the Commission on Teacher Education of the Music Educators National Conference. The document is divided into five sections for the topics of the five task groups of the commission: qualities and competencies for music educators; recommendations for critically needed changes in teacher education; identification of innovative programs and practices in the preservice preparation of music educators (includes brief descriptions of individual college programs); musical qualities and competencies for classroom teachers; and recommended standards and evaluative criteria for the education of music teachers. Included in the appendixes is a bibliography of research on the evaluation of music teacher education programs. (JA)

ED 083 170 SP 006 961
 A Proposal for Establishing a Teacher-Training Program Primarily for Graduate Students in Economics.
 Joint Council on Economic Education, New York, N.Y.
 Pub Date 27 Sep 72
 Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Economic Education, *Economics, *Instructional Materials, Professional Education, *Professional Training, Teacher Workshops, *Workshops
 Presented is a proposal to develop a teacher training program designed to improve the classroom performance of economics students by improving the teaching skills of trained professionals. Projected major steps in the 5-year planning period are outlined: a) planning a training program to improve the classroom ability of college instructors; b) developing a summer workshop; c) involving a number of educational institutions; and d) developing basic materials, organized for easy transfer to any institution. (Author/JB)

ED 083 171 SP 006 962
 Stein, Julian U.
Quarterly Report. Information and Research Utilization Center in Physical Education and Recreation for the Handicapped, March 30, 1973-June 29, 1973.

American Association for Health, Physical Education, and Recreation, Washington, D.C.
 Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date 73
 Grant—OEG-0-72-5454-233563
 Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29
 Descriptors—*Annual Reports, Data Collection, *Documentation, *Educational Economics, Educational Facilities, *Financial Policy, Handicapped, Physical Education, Program Descriptions, Recreation

Although this is technically and officially the quarterly report of The Information and Research Utilization Center in Physical Education and Recreation for the Handicapped, its approach

and emphasis are designed to a) analyze and evaluate activities and progress of the first 11 months; b) analyze recommendations made by the Central Advisory Committee; c) project general and specific plans for the coming year; and d) present trends, issues, and problems that have been identified. (Author)

ED 083 172 SP 006 963
Protocol Materials Development Project. A Summary Report 1970-1973.

Colorado Univ., Boulder. Center for Education in the Social Sciences.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Instruction, *Behavioral Objectives, *Instructional Materials, *Preservice Education, *Protocol Materials, Student Teachers

The development and basic outline of the Colorado Protocol Project is given, as is a brief introduction to protocol materials. Five protocol units developed by the project are presented. They are: a) Conceptualizing the Process of Instruction; b) Learners and their Characteristics: Implications for Instructional Decision Making; c) Verbal Interaction in the Cognitive Dimension: The Relationship Between Teacher Verbal Behavior and Student Response; d) Organizing Facts to Teach Meaningful Relationships; and e) Fair Verbal Behavior. A brief description of each protocol unit is provided, as are their specific objectives and a list of the materials involved in each one. The field testing of the materials is described; availability and cost of each package is given. (JB)

ED 083 173 SP 006 964
Schwartz, Henrietta S.

Contrived Role Playing and Attitude Change.

Pub Date 28 Dec 72

Note—38p; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *Curricular Activities, Debate, *Dramatics, *High School Students, *Role Playing, Self Concept

This study asked whether structured role playing and attendant experiences in extracurricular play productions were predictably associated with attitude changes in high school students. The major hypothesis was that students who participated in plays would become more open-minded and flexible and would show greater change toward more positive attitudes about self, others, teachers, achievement, and cultural relativism than students in debate activities or nonparticipants. Quantitative data analyses supported the hypothesis at the .05 level. Qualitative data revealed which task experiences contributed most to positive change. The study suggests system changes and reallocation of resources if schools are to promote positive values. (Author)

ED 083 174 SP 006 965
McCampbell, James F.

Training in the Ford Training and Placement Program.

Chicago Univ., Ill. Ford Training and Placement Program.

Pub Date Jan 73

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Masters Degrees, *Program Content, *Program Coordination, *Program Descriptions, *Program Design

This paper (chapter 7 of a larger monograph entitled "Training Teams of Teachers for Urban Schools: The Ford Training and Placement Program") discusses the three major stages of training in the Ford Training and Placement Program: a) specialist training and focused preparation, b) cadre training and coordinated preparation, and c) the intern year and the demonstration of interaction. The three sections include a critical analysis, suggestions for replication, brief histories on various aspects of the program, evaluations, and descriptions of the degree programs. (JB)

ED 083 175 SP 006 967
Trieber, J. Marshall

Personality Matching for Student-Teacher Development.

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperating Teachers, *Personality Assessment, *Student Teacher Relationship, *Student Teachers, *Student Teaching

Examples of personality types of supervising teachers and student teachers are described. Conflicts arising out of these clashes are illustrated and used to point up the need for personality matching in the selection of student teachers for student teaching programs. Some personality types listed are energetic and creative supervisors, meek student teachers, rigid supervisors, submissive student teachers, contemptuous supervisors, and bored student teachers. (JB)

ED 083 176 SP 006 968
Washington, Kenneth Ralph

An Analysis of the Attitudes of Prospective White Teachers Toward the Inner-City Schools.

Pub Date [68]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, Negative Attitudes, *Preservice Education, Racial Attitudes, Semantic Differential, *Suburban Schools, *Teacher Attitudes, Teaching Experience, *Urban Education

Two studies were made of the attitudes of prospective white teachers toward inner-city schools. The first study investigated whether 250 prospective white teachers from a major teacher training institution held more positive attitudes toward suburban or inner-city schools. Osgood's Semantic Differential (SD) revealed that the subjects held positive attitudes toward suburban schools and negative attitudes toward inner-city schools. This investigation concluded that teacher expectancy affected the student's self-concept of academic ability. The second study determined whether a positive shift in the attitudes of prospective white teachers would be evident following exposure to inner-city schools. SD revealed that exposure to inner-city schools did have a positive effect, though statistically not significant, on the attitudes of the subjects. Results also revealed that this same exposure led to negative attitudes toward suburban schools. Recommendations were made for more concentrated inner-city experiences. (Three tables of data are included along with 11 references.) (BRB)

ED 083 177 SP 006 969
Pitman, John C.

Competency-Based Certification: What Are the Key Issues? NEPTE Working Paper #6.

New England Center for Continuing Education, Durham, N.H.

Report No.—NEPTE-WP-6

Pub Date Jun 73

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Certification, *Educational Programs, *Performance Based Teacher Education, *Teacher Education, *Teacher Qualifications

This paper is a brief overview of competency-based teacher education (CBTE) and competency-based certification (CBC). The notion of requiring teachers to demonstrate certain skills is examined in the light of questions on its long-range validity and utility. The author cautions against overreliance on CBTE and CBC due to a number of these unresolved questions. One of the key issues treated in the paper is the relationship between certification and the possible measurable specificity of behavior. (CL)

ED 083 178 SP 006 970
Freeberg, Howard

International Understanding Via Student Teaching Abroad.

Note—3p.

Available from—Education Dept., Moorhead State College, Moorhead, Minnesota 56560 (Free of Charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Exchange, *Foreign Culture, *Foreign Relations, *International Education, *International Programs, Programs, *Student Teaching

Identifiers—International Schools Association of Geneva

The Student Teaching Abroad (STA) program at Moorhead College is a coordinated effort to place qualified teacher education candidates in private international schools abroad. An assumption of STA is that international understanding

will be increased through an exposure to other cultures; therefore student teachers are encouraged to live with local families—not with other American students. Another STA goal is to enable the teacher to provide his students with an enriched classroom experience. (Student responses to the program are presented.) (JB)

ED 083 179 SP 006 972
Shavelson, Richard J. Trinchero, Robert L.

Teacher Survival from the Perspective of the Training Institution. Research and Development Memorandum No. 112.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Contract—NE-C-00-3-0061

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Predictor Variables, Program Evaluation, *Teacher Characteristics, Teacher Education, *Teacher Interns, *Teacher Placement, Teacher Programs, *Teacher Recruitment, Teacher Selection

Identifiers—Teacher Survival

With the teacher surplus encouraging training institutions to raise their selection criteria, the teacher trainees (interns) in the Stanford Secondary Teacher Education Program (STEP) could be considered to represent future populations of teacher trainees. To help ascertain the impact of this new population of teachers on education, data on the survival of 952 interns from 1960 to 1969 were collected and analyzed to determine the extent to which this select group of trainees can be placed and retained in teaching. The effect of the following variables on survival was examined: selection (sex, age, marital status, financial need, academic aptitude, and academic achievement); training (subject-matter specialty and achievement); and posttraining (ratings of the training program). Data were interpreted from the perspective of the training institution rather than that of the school districts involved. It was concluded that the interns, as a population, probably have a higher survival rate than other populations of teacher trainees. Two personal attributes of the interns, sex and age, proved to be the best predictors of survival. In some cases, additional information was provided by analyses of the other variables and by the interns' reasons for leaving teaching. (Author/JA)

ED 083 180 SP 006 973
Rosen, Jacqueline Palmer, Mary B.

A Descriptive Analysis of the Cary Leadership Fellows Program: An Experiment in Training for Educational Leadership.

Bank Street Coll. of Education, New York, N.Y.

Spons Agency—Mary Flagler Cary Trust, New York, N.Y.

Pub Date Jul 73

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, *Educational Change, *Leadership, *Leadership Qualities, *Leadership Training, Minority Group Teachers, Professional Training, Teacher Promotion, Urban Education

The program treated in this document assumes that most present educational leaders are perhaps not as effectively trained as possible. Funded by the Mary Flagler Cary Trust, the 5-year project is designed to train a selected group of experienced teachers of children—especially minority group teachers from inner-city schools—to become educational leaders and effective agents of change in improving public education. The report consists of four parts: a) outline of the criteria and method used for selecting the fellows and description of the background characteristics of those who were selected; b) description of the program and the rationale of its components; c) the program analysis—its implementation, method and findings; and d) identification of the elements in the program that appeared critical to its success. (JA)

ED 083 181 SP 006 974
Performance-Based Teacher Education: Publications and Sources of Information for Educators.

New Haven Education Improvement Center, Conn.

Spons Agency—Connecticut Commission for Higher Education, Hartford; Connecticut State Board of Education, Hartford.

Pub Date Sep 73

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Evaluation Techniques, *Performance Based Teacher Education, Performance Criteria, Program Development, State Programs, State Surveys

This document is a selected annotated bibliography of publications and information sources related to performance-based teacher education (PBTE). The document is divided into six sections: General Materials About PBTE; Performance Criteria and Evaluation Procedures (Group A: General Materials; and Sample Lists); PBTE Program Development Programs in Operation; PBTE Activities in Various States (Group A: Connecticut; Groups B: Other States); Publications Lists (Group A: Lists of Modules; Group B: Publications Lists and Bibliographies); and Newsletters Relating to PBTE. Included in each citation are price information and availability. (JA)

ED 083 182

SP 006 975

An Evaluation Instrument for a Competency-Based Teacher Education Program.

New Haven Education Improvement Center, Conn.

Spons Agency—Connecticut Commission for Higher Education, Hartford; Connecticut State Board of Education, Hartford; New Haven Foundation, Conn.

Pub Date Aug 73

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Arithmetic, *Evaluation Techniques, *Measurement Instruments, *Performance Based Teacher Education, *Performance Criteria, Reading Instruction, *Student Teacher Relationship

This document is an evaluation instrument for the Competency-Based Teacher Education Pilot Project; it was developed by teachers, parents, administrators and college faculty of the cooperating systems and institutions. The instrument itself is divided into three sections: Teacher-Pupil Relations, the Teaching of Reading, and the Teaching of Arithmetic. Within these divisions, suggested competencies are listed and the assessment procedures for each competency (with a format of indicator, criteria, and procedure) given. In addition to the instrument itself, there is a brief project history, which states that the listed competencies were identified as being absolutely essential for maximizing the emotional, cognitive, and social development of children and that the instrument was designed to offer assistance and be supportive. The major thrust for 1973-74 is projected as the development and evaluation of competencies selected by the teacher participant and the evaluation team, acting together. (JA)

ED 083 183

SP 006 976

Grandgenett, Donald J.
A Comparison of the Ratings Given Ten Teacher Applicants By Ten Public School Administrators After a Traditional Interview and a Video-Tape Teaching Demonstration.

Nebraska Univ., Omaha.

Pub Date May 72

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Student Teachers, *Teacher Evaluation, *Teachers, Teacher Selection, *Video Tape Recordings

This study determined if added information in the form of a 10-minute teaching demonstration on video tape would significantly change the ratings given 10 teacher candidates by 10 judges in an earlier 15-minute interview. The judges were members of the Omaha school system responsible for interviewing and hiring new teachers. Subjects were second-semester student teachers at the University of Nebraska at Omaha. Statistical results indicated that there were no significant differences between the ratings of judges using only the traditional interview method and the ratings of those benefiting from the additional video tape. However, the lack of agreement among the judges in ranking the candidates in both the interview and the videotaped demonstration may have been significant enough to mask any treatment effect of the video tape. A criterion, and evaluative check list, or some other rating process that has reliability, needs to be developed by school systems for the selection of teacher candidates. (Selected appendices are included.) (JB)

ED 083 184

SP 006 977

Lansing, Delmer Graydon

An Exploratory Study of the Role of Paid Aides in a Differentiated Staffing Project. Technical Report No. 37.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Contract—NE-C-00-3-0062

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, Behavior Patterns, *Differentiated Staffs, *Role Perception, Role Theory, Self Concept, Staff Role, *Teacher Aides, *Teacher Role

This study examined the perceptions of and expectations for the role of paid aides in the Cupertino, California Differentiated Staffing Project. The study focused on a) the expectations of the roles played by 69 aides, 64 teachers, and 6 administrators; b) the ability of each group to perceive the role expectations of another group; and c) each group's perception of aides' behavior. The instruments used were a behavior log and a role-norm inventory of 24 items divided into four task areas: Instructional-Management (IM), Instructional-Teaching (IT), Instructional-Support (IS), and Clerical (C). Results showed a) the major responsibility for aides was IS, C, and IT roles; b) teachers were more restrictive in their expectations than were aides; c) aides' behavior was more restrictive than any group's expectations; and d) teachers' and aides' expectations showed greatest congruence for C, IS, and IM roles and least for IT. Teachers saw aides as more restrictive than the aides were, and aides saw teachers as less restrictive than the teachers were. Aides assumed more responsibility for IT tasks in open-space schools and more responsibility for IS and C tasks in traditional schools. (Statistical charts and graphs are included, along with model questionnaires and a four-page bibliography.) (Author/BRB)

ED 083 185

SP 006 978

Colton, Craig W. Morriane, Thomas J.

Outdoor Recreation Behavior as Viewed from a Symbolic Interactionism Perspective.

Pub Date 73

Note—16p.; Paper presented at the Annual Meeting of the Rural Sociological Society, College Park, Maryland, August 26, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, *Interaction Process Analysis, *Outdoor Education, *Physical Education, Physical Environment, *Recreational Activities, Social Relations

This paper analyzes past studies of outdoor recreational behavior from the point of view of symbolic interactionism. This perspective focuses directly on the manner in which individuals interpret the words and behavior of others, as well as their own physical environment. The first part of the analysis examines some recent definitions of recreation and data on outdoor recreation. The second part is devoted to a social-psychological scrutiny of this form of human action. Specific attention is given to demonstrating the usefulness of symbolic interactionism as a way to regard outdoor recreational behavior as a learned and symbolically transmitted social action. (Author/BRB/CL)

ED 083 186

SP 006 979

Frankel, Edward

Comparison of A-B-C-F and H-P-F Grading Systems in Graduate Education Courses at Herbert H. Lehman College. Final Complete Report.

City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll.

Pub Date Dec 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Rating, Educational Innovation, Education Courses, *Grading, Graduate Study, Pass Fail Grading, Student Reaction, Teacher Response

Traditional grading was replaced with the Honors-Pass-Fail (H-P-F) grading system in graduate education courses at Herbert H. Lehman College in the fall 1971 semester. The purpose of that action was to determine if the H-P-F system might differentiate more effectively between exceptional and average student achievement. The

general findings of the study, which assesses and compares the two systems as barometers of student achievement and evaluates student and faculty reactions to the H-P-F system, are as follows: a) the H-P-F system discriminates more sharply between exceptional and average student achievement than the A-B-C-F system; b) almost three out of four graduate education students who were graded under the system approved it; c) more than half of the instructors who used the H-P-F system and three-quarters of those who did not approved the H-P-F grading system. (Tables included in this report show a comparison of grade distributions for the two systems and faculty and student response to the H-P-F system.) (Related document is SP 006 980.) (JA)

ED 083 187

SP 006 980

Frankel, Edward

H-P-F Grading System in Graduate Education Courses at Herbert H. Lehman College-Follow-Up Study.

City Univ. of New York, Bronx, N.Y. Herbert H. Lehman Coll.

Pub Date Sep 73

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Rating, *Grading, *Pass Fail Grading, Student Opinion, Teacher Attitudes

The Honors-Pass-Fail (H-P-F) grading system was introduced experimentally in the fall 1971 semester to replace the traditional A-B-C-F grading system in graduate courses in education at Herbert H. Lehman College. The purpose was to determine if H-P-F discriminated more sharply between exceptional and average student achievement than the conventional grading system; student and faculty reactions to the new grading system were also ascertained. The results of a follow-up study, which assessed the second year of the experiment, are in essential agreement with those of the prior study, which evaluated the first year of H-P-F. The general findings of the follow-up study are as follows: a) H-P-F discriminated more sharply between exceptional and average student achievement than the A-B-C-F system; b) three out of four students in graduate education courses who had been previously graded by H-P-F approved it; c) about half the teaching staff approved H-P-F (of this number more than half of the graduate instructors but less than half of the nongraduate instructors endorsed it). (Related document is SP 006 979.) (Author)

ED 083 188

SP 006 981

Windows to the Bureaucracy.

National Advisory Council on Education Professions Development, Washington, D.C.

Pub Date [71]

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Legislation, *Federal Legislation, *Legislation, *Professional Education, *Professional Training

How to plan and encourage congressional legislation for educational programs is discussed. The nature of policy statements, the need for longitudinal studies of effectiveness, the identification of purposes, and the capacities of various educational agencies to implement change are detailed as they relate to the requirements for congressional approval. Recommendations are made to the President and to Congress a) for improvements in policy formulations, b) for more flexible agencies to administer professional education programs, and c) for increased communications with the National Advisory Council on Education Professions Development concerning policy making in federal education. An appendix, which constitutes 60% of the document, expands on ideas set forth in the body of the report. (JB/CL)

ED 083 189

SP 006 982

Lawson, John H. Thomas, Warren F.

The School and the University: Adversaries or Partners?

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College School Cooperation, *Institutional Cooperation, *Teacher Education, *Teacher Programs, Workshops

This was an experiment in increased cooperation between public universities and public schools in the area of teacher education. In 1971 and 1972, a large enrollment increase at Cleve-

land State University brought many additional full-time faculty appointments. This change in personnel put the College of Education in a better position to offer local schools more consultant and service help. A 2-day workshop was held at Cleveland State University on September 13 and 14, 1972; it was organized around the question, What is the role of the urban public university in serving the surrounding school system? Public school superintendents and representatives from local private universities having graduate programs in education were also invited to attend. There was a great deal of free, unforced interaction and exchange of ideas, and follow-up meetings were planned. (Specific Cooperative endeavors growing out of the conference are listed.) (JA)

ED 083 190 SP 006 983

Katz, Lillian G.

A Pilot Study of the Advisory Approach to Inservice Training. Final Report.

Illinois Univ., Urbana.

Spous Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Pub Date Sep 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperating Teachers, *Inservice Teacher Education, *Supervisors, *Teacher Education, *Teacher Supervision

The evaluation of this project provides further evidence that the more traditional modes of inservice training need to be replaced with programs that provide help for teachers in their own individual classrooms. Advisors who assume roles of working in school settings over extended periods of time need to have certain qualities that will make them more effective in carrying out their task. In addition to having expertise in the form of broad backgrounds, varied experiences, and skill in demonstrating activities with children, advisors need to be honest, open, gentle, constructive, nondefensive, resourceful, and committed to their work. The advisors in this project seemed to be successful because they exhibited these qualities to teachers and because they convinced the teachers with whom they worked that they cared. (Author/JB)

ED 083 191 SP 006 984

Perlbarg, Arye Theodor, Esther

Patterns and Styles in the Supervision of Teachers in Individual Conferences Following Classroom Observation.

Pub Date Apr 72

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Microteaching, *Supervisory Activities, *Supervisory Training, *Teaching Skills

This study demonstrates how the use of microteaching techniques allows for the collection of a wealth of comparable data about supervisory behavior in a relatively short time and under well-controlled conditions. This technique, combined with qualitative analysis of the data, investigated the individual's dominant and persuasive patterns of behavior, which determine his general style (without a priori categories), and ensures highly relevant and accurate information, which can provide a useful base for supervisory research. (JB)

ED 083 192 SP 006 985

Riley, Calberth B., Jr. Johnson, James H.

Specificity of Cardiovascular Endurance Training. Pub Date [73]

Note—4p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minn., April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cardiovascular System, *Exercise (Physiology), *Heart Rate, *Pacing, Physical Activities

Identifiers—Endurance Training

This study determined the specificity of cardiovascular endurance training on a bicycle ergometer. Eighteen male subjects were tested on a heart rate response test of 150 beats per minute on a bicycle ergometer at the pace of 50 revolutions per minute (rpm) and at 160 beats per minute at 60 and 80 rpm, with the resistance equal to the force of gravity of three kilograms.

The subjects were then randomly divided into three training groups, each group to train at one of three initial testing paces. All three groups significantly improved performance on all three performance tests to the .01 level of confidence. No significant differences were found among the groups on any of three performance tests. It was concluded that, within the limitations of this study, pace training appears to be general rather than specific with regard to cardiovascular endurance training. (Authors/JA)

ED 083 193 SP 006 986

Staybrook, Nicholas Majer, Kenneth

An Introduction to Microteaching for the Associate Instructor Teaching Skills Program.

Indiana Univ., Bloomington.

Spous Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Grant—OEG-0-72-0492(725)

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Feedback, *Microteaching, *Teacher Education, Teaching Models, *Teaching Programs, *Teaching Skills, *Teaching Techniques

This paper offers an introduction to microteaching and how it would be used in the Associate Instructor Teachers Skills Program (AITSP). The first section deals with the basic phases of microteaching: a) modeling, b) feedback, and c) practice. The second section explains the three approaches used in the AITSP teaching practicum: a) Stanford Approach—useful for gathering research data; b) Affective-Emotional Approach—useful for the development of interpersonal relations; and c) Role Playing Approach—useful in teacher training. The last section delineates the following teaching skills, which have been cultivated in microteaching settings: a) stimulus variation, b) lecturing, c) inquiry training, and d) interpersonal communication skills. Seven references are included. (Author/BRB)

ED 083 194 SP 006 987

Hawkins, Susan And Others

Getting Started: A Guide for Beginning College Instructors.

Indiana Univ., Bloomington. Univ. Div.

Spous Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Grant—OEG-0-72-0492(725)

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Group Instruction, Inservice Teacher Education, *Instructional Films, Instructional Materials, *Teacher Education, *Teaching Procedures

The chapters of this guide detail some specific aspects of the duties and needs of the beginning college teacher, such as a) the writing of course objectives, b) design of instruction, c) lecture method, d) group discussions, e) laboratory teaching, f) computer-assisted instruction and programmed learning, g) audiovisual aids, h) the teacher's role as evaluator, i) testing, and j) the first class session. An annotated table of contents is presented. (JB)

ED 083 195 SP 006 988

Staybrook, Nicholas Majer, Kenneth

A Survey of Undergraduate Attitudes Towards Associate Instructors.

Indiana Univ., Bloomington.

Pub Date Aug 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Communication, Educational Research, Graduate Students, *Student Teacher Relationship, *Teacher Influence, *Teacher Role, *Teaching Assistants

A questionnaire was administered to 101 Indiana University undergraduates to assess their exposure and reaction to graduate student associate instructors (AIs). The Likert-type questionnaire also obtained background data on the students. Analysis of item responses reveal that students generally react positively to AIs. The data indicate that students feel a) they can respond in class as well or better with AIs than with professors; b) they are comfortable in approaching AIs with problems in class; and c) AIs make themselves available outside of class. (These results are discussed in relation to the improvement of

AIs instruction. Ten tables of statistical data are included along with a sample of the survey questionnaire.) (Author/BRB)

ED 083 196 SP 006 989

Rinehart, Alice Duffy

Review of Research Related to Graduate School Teacher Intern Programs.

Pub Date [70]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inservice Teacher Education, *Paraprofessional School Personnel, *Student Teachers, *Teacher Interns

This document organizes reports concerning teacher intern programs and participants into two parts: explanatory and evaluative. Reports reviewed in the first part define distinguishing features of the intern pattern of teacher preparation, its status, and its historic development. The second part contains reports of research about the effectiveness of interns as teachers and the evaluation of the interns' problems and strengths, with implications for improving intern programs for the professional preparation of teachers. (Author)

ED 083 197 SP 006 990

Undergraduate Preparation of Educational Personnel Program. Program Information Materials.

Nebraska Univ., Lincoln.

Spous Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 73

Note—30p.; Study Commission Newsletter; Vol. 1 No. 7, February 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission Criteria, College School Cooperation, Educational Responsibility, *Preservice Education, *Problems, *Teacher Education, *Teacher Programs, Teacher Selection

This document presents the guidelines for the Undergraduate Preparation of Educational Personnel (UPEP) program. Although the program has been cancelled, it states that the guidelines could serve as a model for later federal, state, or local programs and that the analysis of what is wrong with American teacher education is still viable. The UPEP program, it indicates, is designed to focus on several difficulties in the present system of educating teachers, which include the following: a) the fractionalization of responsibility for the education of teachers among the school of education, the arts and sciences, and the public school system; b) the inadequacy of the professional sequence; c) the difference of the liberal arts; d) the failure to recruit, select, counsel, and evaluate prospective teachers; and e) the almost complete absence of client or consumer participation in developing and monitoring the whole system of education. This document contains a description of the program's Study Commission on Undergraduate Education and the Education of Teachers (including descriptions of scope and purpose, an analysis of the need for reform, and descriptions of grants awarded through the program). (JA)

ED 083 198 SP 006 991

Arneklev, Bruce L. Pugmire, Dorothy Jean

A Program to Assist Educational Personnel to Teach Students of Wide Variability in Regular Classrooms. Director's Final Report. (July 1, 1970 to July 30, 1973).

Utah State Univ., Logan. Coll. of Education.

Spous Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-0-70-1896(725)

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Educational Change, *Educationally Disadvantaged, *Handicapped Children, Human Relations, *Inservice Teacher Education, *Paraprofessional School Personnel, *Retraining, Special Education, Team Teaching

The five goals of the 3-year Education Profession Development Act (EPDA) Project covered in this report are: a) to retrain experienced teachers and train auxiliary educational aides to assist handicapped children and educationally impoverished children to reach a higher level of learning potential in the regular classroom; b) to use the team approach as a positive force for the

development of skills and understanding of human relationships requisite to effective participation in a team enterprise, with division of labor and limits of autonomy identified for each participating member; c) to effect change in the teacher education program by providing multiple opportunities for early entry, as well as conventional entry, into programs for growth in knowledge, awareness, and sensitivity to the handicapping conditions to learning; d) to involve agencies from the community in the educative process for the enhancement of learning for all children and for facilitation of constructive interaction between schools and communities; and e) to develop and test for dissemination techniques and materials that have been found useful in dealing with children with wide ranges of ability in the regular classroom. The document describes the operation of the program and includes two extensive appendices ("Self-Concept Assessment Among Children" and "Performance Objectives and Related Data.") (JA)

ED 083 199 SP 006 992
A National Design for the Middle School.

American Federation of Teachers, Washington, D.C.
Pub Date [73]
Note—14p.

Available from—American Federation of Teachers, AFL-CIO, 1012 14th St., N.W., Washington, D.C. 20005 (Middle C591-2 single copy \$5.00, twenty-five copies \$.25 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Curriculum Planning, *Educational Planning, *Middle Schools, Student Government, *Teacher Education

Identifiers—Comprehensive Program for American Schools

Guidelines for the operation and general structure of the middle school are set down. A general outline for school personnel is detailed, including staff such as homeroom teachers, paraprofessional school aides, administrative personnel, and grade mentors. Other aspects of the middle school discussed are curriculum planning, teacher training, marks, alternate schools, and student government. (JB)

ED 083 200 SP 006 993

A National Design for the Elementary School.

American Federation of Teachers, Washington, D.C.
Pub Date [73]
Note—18p.

Available from—American Federation of Teachers, AFL-CIO, 1012 14th St., N.W., Washington, D.C. 20005 (Elemen. C591-1 single copy \$5.00, twenty-five copies \$.25 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Planning, *Educational Planning, *Elementary Education, Elementary Schools, Facility Guidelines, *Teacher Education

Identifiers—Comprehensive Program for American Schools

Guidelines for early childhood education are presented. School and class size, integration, special school services, and educational tools and supplies are discussed in relation to development of an elementary education program. The need for auxiliary assistants, staff training programs, staff development, and research and evaluation is detailed as are general economic considerations. The appendices include information concerning research and experimentation, staff growth, and operations. (JB)

ED 083 201 SP 006 994

A National Design for the High School.

American Federation of Teachers, Washington, D.C.
Pub Date [73]
Note—30p.

Available from—American Federation of Teachers, AFL-CIO, 1012 14th St., N.W., Washington, D.C. 20005 (High School C591-3 single copy \$5.00, twenty-five copies \$.25 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Planning, *Educational Planning, Facility Guidelines, Secondary Education, Secondary Schools, *Teacher Education

Identifiers—Comprehensive Program for American Schools

These guidelines discuss philosophy, structure, staffing, curriculum facilities, and program

direction as salient factors in school design. Also included as important organizational considerations are special school services, educational tools and supplies, auxiliary assistants, staff training, and research and evaluation, democratic staff involvement, integration, and cost effectiveness studies. (JB)

ED 083 202 SP 006 995

Carl, Michael E. Jones, Larry W.

Some Preliminary Observations Regarding the Minnesota State Human Relations Requirement and Its Effect on In-Service Teachers.

Pub Date [72]
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Evaluation, *Human Relations, *Human Relations Programs, *Inservice Teacher Education, Minority Groups, *Sensitivity Training, Teacher Attitudes, *Teacher Certification, Teacher Improvement

In reaction to objections from various minority groups in Minnesota regarding the way they were portrayed and treated in the public schools, the state adopted Education 521, the Human Relations Component, in all programs leading to either initial certification or recertification in education. It was the task of this study to determine the effects of human relations training on teachers participating in such a class. A questionnaire was given to participants at the final meeting. The results indicated that the participants felt that the topics were appropriate to their needs; a majority felt that role playing and simulation games were helpful for understanding other people's feelings. Other questions on the questionnaire asked about the improvement of the participants' knowledge of minority groups (including young people, senior citizens, and women) and about increased sensitivity to their colleagues and students. Specific results are included in the tables in the text. The conclusions see the course experience as bringing some increased flexibility, increased awareness of behavior that needs changing, and increased sensitivity to colleagues and students. (JA)

ED 083 203 SP 006 996

Bates, Enid Buswell

A Follow-Up Study of Selected 1971 Master of Education Degree Recipients of West Texas State University. Final Report.

West Texas State Univ., Canyon.
Pub Date Aug 73
Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Education Majors, *Graduate Surveys, Interviews, *Masters Degrees, Performance Factors, *Program Evaluation, Questionnaires, *Teacher Programs

The purpose of this study was to obtain, organize, and present data of a stratified random sample of 1971 Master of Education degree recipients at West Texas State University to assist in the evaluation of the graduate program in teacher education there. The kinds of data collected were as follows: a) information obtained from official university records; b) information concerning the graduates' present geographic location, occupation, and perceptions of their preparation program—obtained through a questionnaire; and c) graduates' personal qualities and professional competencies as perceived by their immediate educational supervisor. To obtain this information, a structured interview form, a questionnaire, and a rating scale were developed. (Included are 23 supportive tables; a bibliography; and samples of the cover letter, questionnaire, and interview format. (JA)

ED 083 204 SP 006 997

Lloyd, Arthur P.

A Pilot Study Concerning the Continuing Education Needs of the State of Idaho—Including a Survey of the Continuing Education Needs of Idaho's Classroom Teachers.

Idaho State Dept. of Education, Boise.
Pub Date Jun 68
Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Education Programs, *Continuous Learning, Educational Needs, State Programs, State Surveys

Identifiers—Idaho

This document discusses continuing education, primarily as it concerns Idaho, with specific reference to classroom teachers. The report

makes the assumption that education is not just for students or scholars but should fulfill the need for an "enlightened electorate." "Continuing education" is defined as including all forms of supplementary education provided through the efforts of numerous institutions and agencies from "cradle to grave," while "Idaho continuing education" focuses on adult education that is not already a part of the function of educational institutions or agencies. The remainder of the report is divided into the following sections: Correspondence with Neighboring States and Studies Conducted by Other States Concerning Continuing Education, One-Day Conference of Idaho Continuing Education Personnel, A Survey of the Continuing Education Needs of Idaho's Classroom Teachers, and Recommendations. Through this step-by-step presentation, it is stated, a clearer insight into the directions Idaho should be taking in continuing education will be possible. (JA)

ED 083 205 SP 007 401

Drake, Thebert L. Thompson, Diane D.

Infantilism Upon Student Teachers in Three Preservice Settings.

Pub Date [71]
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Changing Attitudes, *Community Influence, Educational Environment, *Parent Influence, Preservice Education, Student Attitudes, *Student Teachers, *Teacher Influence, Urban Education

This study was conducted to determine if the influence of key individuals on student teachers differed by preservice teaching settings and if such persons could affect differences in the perceived beliefs and behaviors of student teachers towards their pupils and towards teaching. Sixty student teachers were divided into three groups of 20 students each. Two groups, "urban" for urban elementary schools and "suburban" for suburban, used traditional teacher preparation programs. The third group, the "project" group, participated in an experimental program for students doing their preservice teaching in inner-city classrooms. The instrument used in the study was a student survey using a 10-point scale to rate the influence, positive or negative, of eight groups of people: parents, teachers, professors, peers, cooperating teachers, college supervisors, principals, and pupils' parents or other members of the community. Results indicated significant positive differences for "project" students. The results of the study support the idea that a student teacher's attitudes can be significantly influenced by the persons they encounter during the student teaching period. (JA)

ED 083 206 SP 007 402

The Final Report to the Sears Foundation Containing Proposed Revisions of the Elementary Teacher Education Program at Chicago State University.

Chicago State Univ., Ill.
Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; Sears-Roebuck Foundation, Skokie, Ill.
Pub Date Jul 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Child Development, *Correlation, *Elementary School Teachers, Field Experience Programs, Individualized Instruction, Performance Based Teacher Education, *Preservice Education, *Teaching Experience

Identifiers—Chicago

These revisions arose from two major concerns: the lack of quality education evidence among many low-income, minority group children living in urban settings and the ambiguity concerning the nature and extent of relationships between teacher training efforts and a child's learning. This proposal examines the possible relationships between preservice experiences and pupil achievement. Several goals are presented including the establishment of a program to provide systematic information regarding relationships between input and outcomes of the teaching-learning process with selection of appropriate inputs to follow. The child-learner was the final criterion for developing and evaluating competencies of both teacher trainees and participating Chicago State University faculty. Four major in-

puts are proposed: a) competency-based instructional format, b) individualization of instruction, c) development of psycho-social transaction skills, and d) increased participation in field experiences in appropriate settings for prospective teachers. (Author/JA)

ED 083 207 SP 007 403

Shepherd, Terry Quisenberry, Nancy
Project Follow-Up: A Model for Developing Professional Competencies in First Year Teachers.

Southern Illinois Univ., Carbondale.

Pub Date [72]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, *In-service Programs, *Inservice Teacher Education, *School Community Relationship

This document outlines an in-service teacher education program designed by Southern Illinois University (SIU) to benefit the first-year teacher. The following specific objectives of the project are reported: a) to provide first-year teachers with on-location, individualized assistance; b) to help teachers identify and investigate problems of teaching independently (without credit) and to offer courses as part of a continuing education program for credit; c) to provide continuous evaluation of the university's teacher education program; and d) to provide service to former SIU students and to the communities in which they work. The writers believe this project to be unique because of its involvement of the same preservice students in an ongoing in-service program. (JB)

ED 083 208 SP 007 404

Byers, Libby Halpern, Betty

Proposal for an External Degree Program Master of Arts in Education (Concentration in Early Childhood and Special Education).

California State Coll. - Sonoma, Rohnert Park.

Pub Date 1 Jun 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Degrees (Titles), *Masters Degrees, *Program Descriptions, *Teacher Education

Identifiers—*Master of Arts in Teaching

This program was written by faculty at California State College, Sonoma, and is now in its second semester with 79 students enrolled. Admission requirements are a baccalaureate and a teaching position (paid or volunteer) with young children. Seminars are held in the local communities and coursework assignments are individually arranged to fulfill goals that are mutually determined by the classroom teacher and the college faculty. During the summer, students combine conference seminars with field observations of programs other than their own. The possibility of participating in a graduate program in their local community and keeping their jobs makes the program particularly attractive. Interim evaluations indicate that the strength of the program is in its modules of 11 students to each faculty member. (Author/JB)

ED 083 209 SP 007 405

Rules Affecting the Eligibility of the Mentally Retarded for Interscholastic Athletics: A Survey of State High School Athletic Associations.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date [67]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, *Athletic Activities, *Athletics, *Mentally Handicapped, *Mental Retardation, *National Surveys, *Professional Associations

Identifiers—Eligibility Rules

This report on rules affecting the eligibility of the mentally retarded for interscholastic athletics uses as its source of information a survey of state high school athletic or activity associations. Excerpts from the replies are interspersed throughout the report which, in essay form, describes the overall rules and attitudes of these organizations over the country, then presents rationale for and against eligibility of retarded students, suggests criteria, and makes recommendations for states to consider where retarded students are not eligible for interscholastic athletics. Specific questions in the survey are reported to have focused on the following areas: a) criteria to

determine eligibility of mentally retarded students, b) limitations placed upon their participation, c) rationale and reasons why they were denied opportunities to participate, d) plans being formulated to change rules to grant their eligibility, and e) differences in rules for mentally retarded students enrolled in special classes in regular schools and for those enrolled in special schools. The report indicates that in 44 percent of the states mentally retarded students were eligible and did participate; in 20 percent they were eligible on the basis of broad interpretation of association bylaws; and in 34 percent they were not eligible. (JA)

ED 083 210 SP 007 406

Maurer, Wallace M., Ed. And Others

Generic Teaching Competencies: An Interim Inventory for Subsequent Independent Development by Pennsylvania Colleges and Universities.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Teacher Education and Certification.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 73

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Performance Based Teacher Education, *Performance Criteria, Projects, *Teaching Skills

Identifiers—Pennsylvania, *Pennsylvania CBTE Project

This document presents 66 statements of generic (common to all areas, subjects, and levels) teaching competencies, culled from over 500,000 submitted by 1,400 programs in 83 Pennsylvania colleges and universities. It is warned that this is a working document presented for validation and revision and is dated by authorships prior to 1972. The 66 competency statements are grouped under seven broad subject headings: theoretical knowledge of educational concepts, implementation of theoretical concepts and information in the classroom, developing students' abilities, teaching technique, evaluating and measuring students' progress, knowledge of growth and development, and professional attitude. Included as appendices are the program chart of the Pennsylvania CBTE (Competency-Based Teacher Education) Project, selection criteria, names and addresses of participants in the June workshop, and the 403 competency statements from which the generic skills were selected. (JA)

ED 083 211 SP 007 407

Summary Reports of the Pilot Institutions. Teacher Education and Religion Project.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 58

Note—109p.; Prepared by AACTE Subcommittee on Teacher Education and Religion

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Development, Curriculum Planning, *Educational Programs, *Program Development, *Religion, *Teacher Education

This document contains summary reports from 15 pilot centers participating in a project, whose aim is "to discover and develop ways and means to teach the reciprocal relation between religion and other elements in the human culture in order that the prospective teacher, whether he teaches literature, history, the arts, science, or other subjects, be prepared to understand, appreciate, and to convey to his students the significance of religion in human affairs." The participating centers describe their projects according to objectives, organization (for most centers: conferences, seminars, workshops, and lecture series), and implementation. Provisions for evaluation and recommendations are reported by most of the institutions. (Related documents are SP 007 408 and SP 007 409.) (BRB/CL)

ED 083 212 SP 007 408

Techniques and Processes. Teacher Education and Religion Project.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 57

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Programs, Guidelines, Human Relations, *Inservice Education, Pro-

gram Content, *Religion, *Religious Factors, *Teacher Education

These guidelines for carrying out a teacher education and religion program were based on questionnaires filled out by the administrators of 15 pilot centers of the Teacher Education and Religion Project during the summer of 1956. The project was sponsored by the American Association of Colleges for Teacher Education. Its basic objective was to develop a teacher who was "prepared to understand, to appreciate, and to convey to his/her students the significance of religion in human affairs." The guidelines of the project are coordinated with the roles of the administrator, consultant, coordinator, and local committee member. (Each of the document sections on these roles contains suggestions for implementation of a teacher education and religion program along with bibliographies.) (Related documents are SP 007 407 and SP 007 409.) (BRB)

ED 083 213 SP 007 409

Faculty Seminars: Selected Topics. Teacher Education and Religion Project.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date 57

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthologies, Curriculum Development, *Religion, *Religious Education, *Teacher Education, *Teacher Seminars

This document is the product of the American Association of Colleges for Teacher Education's Teacher Education and Religion Project of the mid-1950s. The booklet is designed to offer guidelines to institutions interested in holding faculty seminars as a technique in curriculum study, especially for religious education. The following essays are included in this booklet: "Benchmark Statement Regarding the Work of the Faculty Seminar on Religion and Teacher Education" (1955); "Role of the University-Religion and Higher Education" (1956); "Some Legal Aspects of Religion in the Public Schools" (1956); "Teaching About Religion: Solution or Confusion"; "Democracy as a Religion" (1956); "The AACTE Teacher Education and Religion Project at Mid-Passage"; and "Values of Children and How They Are Developed in Pre-School and Elementary School Years." There is a selected bibliography. (Related documents are SP 007 408 and SP 007 407.) (JA)

ED 083 214 SP 007 410

Stone, James C.

Intern Teachers and Student Teacher at the University of California, Berkeley: A Comparative Study.

California Univ., Berkeley. School of Education.

Pub Date [70]

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Biographical Inventories, *Changing Attitudes, *Preservice Education, Q Sort, *Student Teachers, Teacher Attitudes, *Teacher Education Curriculum, *Teacher Interns

This study compared students in Berkeley's four postgraduate teacher education programs, which are a) student teaching—elementary; b) elementary internship; c) student teaching—secondary; and d) secondary internship. The impact of each curriculum on the students was investigated through the Terman Concept Mastery Test, Omnibus Personality Inventory (OPI), Strong Vocational Interest Blank, and Crossman Q Sort. Biodata were secured upon entry into one of the programs, and the OPI and the Q Sort were readministered upon completion of the program. Findings revealed that the two intern programs had a) more minority students; b) older, married students; c) math and science majors; and d) students with long-term professional goals. All held liberal attitudes toward teaching and learning. On the OPI posttest, all four groups changed. The interns more than the student teachers changed in liberal direction. The secondary interns changed in a more conservative direction. The Q Sort revealed that all groups scored on the progressive education side, with the two internship groups moving significantly in a progressive direction. (The appendices include sampling procedures, demographic data, instructions for the Q Sort, and the correlation matrix for OPI and Q Sort. Thirty tables of statistical data are included along with seven figures and one chart.) (Author/BRB)

ED 083 215 SP 007 411

Lieberman, J. Nina

Explorations in Teacher Characteristics: Playfulness in the Classroom Teacher.

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Environment, *Divergent Thinking, Play, Student Behavior, *Teacher Behavior, *Teacher Characteristics, *Teacher Influence

Playfulness, a trait previously identified in kindergarten and high school pupils and found related to divergent thinking, was investigated in an exploratory study as a possible teacher characteristic. Sixteen teachers completed an open-ended questionnaire aimed at defining playfulness in teachers. A content analysis produced eight component traits: a) sense of humor; b) kindness, sensitivity; c) cheerfulness, laughter; d) enthusiasm, active participation; e) flexibility; f) imagination; g) at ease, or relaxation; and h) entertainment. There were indications that playfulness in the teacher encouraged divergent thinking in the classroom, thus following the inference that this trait in a teacher influences pupil behavior. (Author/BRB)

ED 083 216 SP 007 413

Gutin, Bernard And Others

Oxygen Consumption in the First Stages of Strenuous Work as a Function of Prior Exercise.

Pub Date 73

Note—16p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minn., April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exercise (Physiology), *Heart Rate, *Metabolism

Identifiers—Oxygen Consumption

This study examined the extent to which 10 minutes of prior exercise (PE) at a workload adjusted to maintain a heart rate (HR) of 140 beats per minute could facilitate the mobilization of the oxygen transport system in a strenuous criterion task (CT). The control treatment involved completion of the CT following 10 minutes of rest on the ergometer. Oxygen uptake was significantly higher following PE at every stage except the second 30-second period of the CT and the 60-second post-CT period. Ventilation was significantly higher following PE at every stage except the last 30 seconds of the CT and the 60-second post-CT period. HR was significantly higher following PE at every stage. Oxygen pulse was significantly higher following PE only during the 30-second pre-CT period and the first 30 seconds of the CT, indicating that the PE facilitated the mobilization of stroke volume (SV) and/or atrioventricular oxygen difference. The similar values for oxygen pulse during the last 90 seconds of the CT indicate that the higher oxygen uptake following PE was a function of higher HR, not higher SV or atrioventricular oxygen difference. (Author/JA)

ED 083 217 SP 007 414

Stone, James C. Schwarz, William J.

The Teaching of Sex Education: An Assessment of Inservice Education.

Pub Date [72]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, Experimental Programs, *Inservice Teacher Education, *Sex Education, Sexuality, Student Attitudes, Student Reaction, *Teacher Attitudes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This investigation evaluated the effectiveness of a 3-year project on the teaching of sex education, funded through Title III of the Elementary-Secondary Education Act. The sample included 515 teachers and 1,110 pupils. Teachers and pupils were assigned according to experimental and control conditions. The experimental group of teachers received special in-service training in the teaching of healthy sexuality. In comparing experimental and control group teachers, the findings indicated no significant changes in general teacher personality characteristics; however, they did indicate that special in-service training did bring about significant changes (increases) in the experimental group teachers' knowledge of and attitudes towards teaching sex education. Also, significant differences (in-

creases) were found in the knowledge of healthy sexuality gained by pupils of experimental group teachers, as compared with pupils of control group teachers. (Author/JA)

ED 083 218 SP 007 415

Cangemi, Joseph P. And Others

The Impact of a Six Week Instructional Package on the Leadership Characteristics of a Group of College Junior and Senior Level Education Majors.

Pub Date [71]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Tests, *College Students, *Schedule Modules, *Teacher Education, *Teaching Methods

Thirty junior- and senior-level college students enrolled in a teacher education program at Indiana University were administered the Edwards Personal Preference Schedule prior to the introduction of a newly developed instructional package geared to enhance the leadership behavior of teachers. The subjects participated in an instructional module, "Strategies of Teaching," for 6 weeks. The Edwards Schedule was administered again as a posttest at the conclusion of the module. Results indicated that the module was successful in significantly modifying the behavior of the subjects (as measured by Edwards) on the following traits: achievement, deference, abasement, and aggression. No significant differences were found among the posttest scores on the scales measuring autonomy, intrapersonal, succorance, and dominance. (Author/JB)

ED 083 219 SP 007 416

Ohberg, Hjordis G.

Achievement of LSE Black Children with Teachers of Different Sex and Ethnic Identity.

Pub Date [70]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Gains, Elementary Education, *Ethnic Groups, *Negro Achievement, Reading Achievement, *Sex Differences, *Teacher Characteristics, Teacher Influence, Urban Education

This study investigated differences in achievement among 487 inner-city, black fourth graders taught by 28 black, white, male, and female teachers. Data were obtained from these teachers during 1968-69 and again in 1969-70. Achievement data consisted of third- and fourth-grade scores from the Iowa Test of Basic Skills and third-grade vocabulary scores. Demographic information from district administrative records and teacher information from district personnel records were also made available. Statistical analysis revealed a) pupil achievement differences from year to year even in similar sex and ability groups; b) nonsignificant gains in reading and significant gains in arithmetic for both years; c) no significant differences in pupil sex or ability (girls of high ability outperformed boys of high ability while the reverse was true for pupils of low ability; d) achievement gain in arithmetic for pupils taught by the opposite sex; e) higher gains for pupils taught by the opposite sex when teacher race was significantly related to arithmetic achievement; and f) no relationship between arithmetic or reading gains and teacher age. (Recommendations for further research are made; three pages of references are included.) (BRB)

ED 083 220 SP 007 418

Roitman, J. L. Brewer, J. P.

The Chronic and Acute Effects of Exercise Upon Selected Blood Measures.

Pub Date May 73

Note—11p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, May 16, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Blood Circulation, *Exercise (Physiology), *Human Body, *Physiology, Running, Training

This study investigated the effects of chronic and acute exercise upon selected blood measures and indices. Nine male cross-country runners were studied. Red blood count, hemoglobin, and hematocrit were measured using standard laboratory techniques; mean corpuscular volume (MCV), mean corpuscular hemoglobin, and mean corpuscular hemoglobin concentrations were cal-

culated using standard formulas. Samples were taken during the preseason, at two times during training, once after the season was completed, and after two weeks of de-training. Analysis of chronic effects show that all measures except MCV increased during the season. The analysis of acute effects shows consistent hemoconcentration after both types of conditioning session (intermittent and continuous). The increases were similar for each type of session, showing little difference due to form of exercise. (Three tables of data are presented.) (JB)

ED 083 221 SP 007 419

Marian, Bert

How to Research the Power Structure of Your University or College.

Nebraska Univ., Lincoln. Curriculum Development Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—90p.

Available from—Nebraska Curriculum Development Center, 338 Andrews Hall, University of Nebraska, Lincoln, Nebraska 68508 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Faculty Evaluation, Program Evaluation, *Student Evaluation, *Student Research, *Student School Relationship

This manual offers an instrument for gaining knowledge about university power structures. Sample questionnaires for trustees, college presidents, deans and department heads, faculty students, campus workers, and community groups are given. Accompanying each example are discussions and alternative sources of information. Three hypothetical campus power structures are outlined: a large state university, a private college, and a church-related school. (JB)

ED 083 222 SP 007 420

Heiner, Harold G. Meacham, Merle L.

An Application of T-Group Method to the Teaching of Family Relationships.

Pub Date [69]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, College Students, *Family Relationship, Interpersonal Relationship, *Personal Growth, *Sensitivity Training, *T Groups

The potential for affective learning by college students was measured through a T-group experience that combined a T-group method with a course in family relationships. Investigated were changes in verbal behavior, the experimental group's influence as models, personality and grade point changes as well as the sociometric influence of T-group participants and nonparticipants. The results of the study indicate the following: a) transfer and modeling of verbal behavior did take place; and b) T-group experience was significantly related to the participants' ability to behave in such a way to receive recognition by peers for outstanding contribution to the classroom learning of others. No changes were observed in personality measures or in grade point average. (Author/JA)

ED 083 223 SP 007 421

Hannan, Dennis J.

Recruiting Black Teachers for White Suburbs

Pub Date 29 Nov 69

Note—17p.; Paper presented before the National Council of Teachers of English, Washington, D.C., November 29, 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discriminatory Legislation, *Minority Groups, *Minority Group Teachers, Negroes, *Negro Teachers, *Suburban Schools, Teacher Employment, *Teacher Recruitment

On the assumption that blacks teaching the white middle-class majority students could help prevent further social polarization of majority and minority groups and could best interpret minority experience and potential to our youth, an informal survey by letter and interview was initiated to assess suburban recruitment of black teachers. Reasons for the lack of recruitment of black teachers appear to include the following: a) inept teacher recruitment in general, rather than prejudice (education should take a lesson from industry in developing recruitment packages); b) antidiscrimination employment laws that prohibit identification of race and subsequently prevent the identification of minority applicants for con-

structive employment; c) the regarding of blacks as "hard risks" in the "soft risk" profession of teaching; d) the thinking by blacks themselves that blacks should teach blacks and whites, whites. There must be a concentrated effort to increase the number of black candidates available for suburban schools by improving teacher recruitment procedures, replacing the antiquated antidiscrimination employment laws, and encouraging foundations to support pilot projects. (JA)

ED 083 224 SP 007 422

Rosen, Jacqueline L.

The Remembered Childhood Self As Forecaster of Teacher-Child Relations.

Pub Date [72]

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Characteristics, Autobiographies, *Childhood Attitudes, Effective Teaching, *Teacher Attitudes, *Teacher Background, *Teacher Placement, Teacher Selection

Identifiers—*Childhood Recollection, Teacher Recollection

This study is part of a long-range effort to identify the psychological processes in adults that influence how they relate to children and that play a role in determining what kinds of children they are likely to work with most effectively. Previous studies have suggested that a valuable source of information may lie in adults' recollections of their childhood selves and, further, that such data may prove useful in the process of selecting adults for work with children. The present research is a direct outgrowth of one of these earlier studies (Rosen, 1968) and is an attempt to extend the practical implications of its findings. This report presents and compares the results of the two studies, interprets them in relation to concepts and research concerning the growth-promoting adult, and suggests directions for future research. Methods employed in this present study include student teachers' autobiographies, interviews with advisors, and advisor ratings. (Author/JA)

ED 083 225 SP 007 423

Beeler, Kent D.

Student Educational Self-Inventory: Establishing a Rationale.

Pub Date Mar 73

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Evaluation, *Evaluation Methods, *Self Evaluation, *Student Evaluation, *Student Responsibility, Teacher Evaluation, Teacher Responsibility

Identifiers—Self Inventory

This paper presents a history of course and teacher evaluation procedures and proposes methods to make such evaluations effective. It is stated that some teacher rating procedures ignore the student's responsibility to learn. Reference is made to the "Joint Statement on Rights and Freedom of Students," which while upholding the right of a student's freedom of expression, further insists that he is responsible for learning the content of any course of study in which he is enrolled. To balance out the one-sided nature of course evaluations, different instruments, including various taxonomies, and possible student self-inventory questions are suggested. Teacher self-inventory and the provision of all evaluation results to students are also recommended. (JA)

ED 083 226 SP 007 424

Pedini, Bonnie C. Pedini, D. T.

Psychology and Teaching: Behavior Shaping and Curriculum.

Pub Date [72]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Classroom Environment, *Curriculum Planning, Curriculum Research, *Educational Psychology, Learning Processes, *Operant Conditioning, *Programmed Instruction, Teaching Techniques

This research paper generally relates psychology to teaching: specifically, behavior shaping to curriculum planning. Reports are cited that emphasize operant learning as a means of behavior modification. In this instance, the

teacher provides a favorable learning situation and arranges environmental factors to increase or decrease the frequency of certain responses. Implementation of operant learning is achieved through programmed instruction. The principles of this instruction are as follows: a) reward as a motivation for learning, b) learning in small steps, c) active participation in learning, d) learning with few or no errors, and e) learning at one's own pace. Results are reported that reinforce the use of programmed instruction with mentally retarded and emotionally disturbed children. Recommendations for research design specifications are made. Five pages of references are included. (BRB)

ED 083 227 SP 007 425

Manis, Dane

An Examination of the Research on the Effectiveness of Microteaching as a Teacher Training Methodology.

Pub Date Mar 73

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Effective Teaching, *Microteaching, Research Criteria, *Research Design, Research Methodology, Research Problems, *Teacher Education, *Training Techniques

This paper reviews 69 studies on microteaching, focusing on three main areas: a) the rationale behind its use, b) the conditions and degrees of possible goal attainment, and c) policy making in teacher education in relation to it. The first section of the paper presents an overview of microteaching, emphasizing the criteria used in analysis. The second section discusses the variables of modeling, practice conditions, and feedback in microteaching research. Two general types are reviewed: a) control group studies and b) studies with no comparison groups. The final section considers unresolved questions pertaining to the utility and worth of microteaching in teacher education. Six pages of references are included. (BRB)

ED 083 228 SP 007 426

Dieter, Donn

How Educators of Teachers of Science Evaluate Biology Teachers.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Development.

Pub Date Sep 73

Note—21p.; Paper presented at the AETS Mid-Atlantic Regional Meeting of the National Science Teachers Association, Norfolk, Virginia, November 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, *Biology Instruction, *Evaluation Techniques, *Science Teachers, *Teacher Educators, *Teacher Evaluation, Teaching Quality

This study attempted the following: a) to establish the criteria that judges used in the Outstanding Biology Teacher Award Program to evaluate biology teachers, b) to identify their various occupations, c) to establish whether or not criteria were valued significantly differently, and d) to determine if occupational status of judges is significantly related to such ratings. Regarding evaluation of biology teachers, it is possible to say that touchstones do exist which are significant for competent judges. Also, concerns for evaluator bias are real worries, for various judges do value specific criteria differently, and professors of science education and college biologists differ somewhat in how they value specific criteria. (Results of the evaluation of data are included in the text.) (Author/JA)

ED 083 229 SP 007 427

Kelley, Edgar A. And Others

Teacher Perceptions of School Climate and the Implementation of Individually Guided Education (IGE).

Nebraska Univ., Lincoln. Teachers Coll.

Spons Agency—Institute for Development of Educational Activities, Dayton, Ohio.

Pub Date Aug 73

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Environment, *Elementary Education, *Individualized Instruction, Individualized Programs, Multisite Schools, *Organizational Climate, *Teacher Attitudes

This study investigated teacher perceptions of the climate in 545 individually Guided Education

(IGE) elementary schools, using the Organizational Climate Index as a research tool. The schools were categorized according to degree and length of implementation and according to location (rural, suburban, urban, and inner city). The following questions were investigated: Do significant differences exist in a teacher's perception of school climate in relation to degree of implementation? Do differences exist in a teacher's perception of school climate in relation to location? Do differences exist in relation to length of implementation? What differences exist in perceptions between teachers in IGE schools and non-IGE schools? Analysis revealed no significant difference in a teacher's perceptions of school climate when compared to high and low degrees of implementation. A significant increase in Development Press and a significant decrease in Control Press were found as the degree of implementation of IGE increased in rural and inner-city schools. A significantly lower perception of Control Press was found for teachers in the second year of the IGE model as compared with teachers in the first and third years. (The appendices include information on instructional outcomes, scale and factor definitions, and sample schools. Seven tables of statistical data are presented.) (BRB)

ED 083 230 SP 007 428

Nissman, Albert

The Teacher-Image in the American Short Story.

Pub Date Nov 73

Note—17p.; Paper presented at the Annual National Convention of the American Educational Studies Association, Denver, Colorado, November 12, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Characterization (Literature), Literature Reviews, *Short Stories, *Teacher Characteristics, Teacher Improvement, *Teachers, *Teacher Stereotypes

In an historical review that begins this speech, the short story characterization of a teacher is shown to have remained fairly consistent from Washington Irving to Mark Twain to writers of the 1960s and '70s: teachers are forced into the occupation from poverty, or lack of employment opportunities, or perhaps from personal limitations; are very low on the social totem pole; and are pedantic and ineffective in communication with their students. This is so, it is argued, because of the American cultural preference for muscle over mind, instinct over brain. Typical American heroes through history have been Davy Crockett, Kit Carson, John Wayne, and Joe Namath—not the schoolteacher type. Also described are quasi-Dickensian tag names assigned to teachers in stories (e.g., Miss Lizzie, Miss Oates, Miss Sweet, Weasel Wilson) that immediately characterize the teachers in the stories and indicate teacher stereotypes. In addition, this speech includes an analysis of one short story, "How Educational Progress Came to Greenwood County." The speech's conclusions stress that through teacher portraits in short stories, teachers have an opportunity to see themselves as others see them and change, if they can. (JA)

ED 083 231 SP 007 430

Bingman, William S.

An Investigation into the Effects of a Humanistic Training Method on the Perceptions of Elementary Teachers-in-Training.

Pub Date 73

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, *Elementary School Teachers, *Human Relations, *Preservice Education, Self Concept, Student Teacher Relationship, *Teacher Attitudes, *Teacher Education Curriculum, Teacher Programs

This study compares the effects of a 2-week humanistic training program, a 4-week participation observation experience, and a 7-week special methods program on the perceptions of prospective elementary school teachers from West Virginia University and elementary teachers from Monongalia County, West Virginia. Sixty-six subjects took part. The research tested the hypotheses that these programs would not affect the teachers' perceptions concerning a) self concept, b) personal beliefs, c) degree of open-

mindfulness, d) classroom practices, e) student relationship, and f) reaction to classroom situations. All subjects were pretested with the Personal Orientation Inventory (POI), Relationship Inventory (RI), Personal Beliefs Inventory (PBI), Teacher Practices Inventory (TPI), Dogmatism Scale (DS), Teacher Situation Reaction Test (TSRT), and the Tennessee Self-Concept (TSC). The experimental group of teachers completed the DS, PBI, TSRT, and the TPI. The following implications emerged: a) efforts should be made to determine the individual needs of prospective teachers, and assignments should be made to individual programs; b) sequential humanistic programs should be implemented early in the college program with emphasis on course presentation; and c) future programs should be designed with frequent public school experiences early in the college program. (Eight references are included.) (BRB)

ED 083 232 SP 007 431

Meskel, Thomas J.

An Analysis of Iowa Superintendents' Opinions Concerning Marking Systems for the Student Teaching Experience.

Pub Date Aug 70

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, *Grading, *Pass/Fail Grading, *Preservice Education, *Student Attitudes, Student Evaluation, *Student Teaching, Superintendents

This study was designed to ascertain a) the distribution of student teaching letter grades in 29 Iowa teacher education institutions from 1967-70; b) the predictive value of student teaching letter grades held by superintendents; and c) the preference of Iowa superintendents concerning the present letter grade and recommendation system versus the pass/fail system and written evaluation of the student teaching experience system. The data was gathered through questionnaires sent to each Iowa superintendent, the directors of student teaching at 29 teacher education institutions, and the directors of placement services at these institutions. Results revealed a) the distribution of letter grades was A-40%, B-50%, C-9%, and D-F-1%; b) Iowa superintendents attached a greater predictive value to the recommendation rather than the letter grade of the student teacher; and c) superintendents preferred the pass/fail system with a written evaluation rather than the present letter grade/recommendation system. (The implications of these results are discussed. Appendixes present the questionnaires used in the study along with forms for grade distribution and evaluation. An 11-item bibliography is also included.) (BRB)

ED 083 233 SP 007 432

EPDA B-2 Alhambra Elementary Kindergarten-Aide Training Project.

Alhambra School District 68, Phoenix, Ariz.; Arizona State Dept. of Education, Phoenix.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Early Childhood Education, Kindergarten Children, Preschool Programs, *Preschool Teachers, *Teacher Aides, *Teacher Education Curriculum

This paper presents the Alhambra/Arizona Department of Education EPDA (Education Professions Development Act) B-2 Kindergarten Aide Training Project, which was a cooperative effort to develop a performance-based program with specific objectives. Following a brief introduction, the development of the training program objectives is discussed in relation to cognitive, affective, and psychomotor domains. The preservice and in-service training programs for aides is explained and, for music and art, outlined. A task analysis form was included along with tables of responses obtained from nine aides and 13 teachers. Information is given concerning the involvement of parents, the development of program materials, and evaluation procedures. Recommendations are made concerning future programs. The appendixes contain a) summary of skills that teachers thought kindergarten teachers should possess, b) criteria for selecting kindergarten teachers in Alhambra district, c) philosophy for kindergarten, d) interview and selection data for kindergarten aides, e) kindergarten rating

scale, f) suggestions for the development of skills by kindergarten aides, g) guidelines for classroom observation by aides, h) kindergarten progress report, i) parent-aide workshop, and j) materials used in the training program. (BRB)

ED 083 234 SP 007 433

Clark, Bill M. Ramsey, Marj E.

Why Small Group Instruction?

Polk County Board of Education, Des Moines, Iowa.

Pub Date [70]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Group Discussion, *Grouping (Instructional Purposes), *Groups, *Small Group Instruction, Teaching Methods

This document provides a rationale and suggestions for the use of small-group instruction in the classroom. It is argued that participatory education, in general, places the teacher in a position of being a coordinator of learning rather than a dispenser of knowledge. The following benefits to be gained from this are noted: a) by relating his ideas to others in a small group, the student clarifies and internalizes concepts; b) the student can exchange views and ideas about material that was covered in some other learning phase; c) by observing the small groups, the teacher gets a rare opportunity to see and hear many students in action at one time; d) students can gain experience in arriving at group decisions through compromise. The following strategies for small-group instruction are also listed and described: task groups, brainstorming groups, discursive groups, and Socratic groups. Suggestions are made as to teaching group discussion skills, arranging seating, and emphasizing the personal dimension. (JA)

ED 083 235 SP 007 434

Petrie, Brian M. Reid, Elizabeth L.

The Political Attitudes of Canadian Athletes.

Pub Date Oct 72

Note—27p.; Paper presented at the Fourth Canadian Psycho-Motor Learning and Sport Psychology Symposium, Waterloo, Ontario (Canada), Oct. 23-25, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Athletes, *Athletics, *Group Membership, Opinions, *Political Affiliation, *Political Attitudes, Political Issues, Social Problems

This study investigated the general hypothesis that the greater the involvement in the athletic subculture as a member of a sport team, the greater the development of conservative political ideologies. The questionnaire, completed by 150 Canadian team and individual sport athletes, was an amalgam of the following units: a) the McCloskey Political Conservatism Scale (MPCS); b) self-reported political ideology (SRPI); c) attitudinal statements evaluating issue-oriented conservatism or liberalism; d) Rehberg Political Action Scale (RPAS); and e) background questions. Analysis revealed a) no significant differences between team and individual athletes on the MPCS and SRPI, with a leaning toward liberalism; b) no significant differences on attitudinal statements, with women in individual sports leaning toward conservative responses; and c) agreement among athletes concerning involvement in political action. These results rejected the research hypothesis. (A discussion of the results is presented, with recommendations for future studies. Four tables of statistical data are included, along with a two-page bibliography.) (BRB)

ED 083 236 SP 007 435

Schwartz, Henrietta

FTTP News Briefs. Progress Report. November, 1972.

Chicago Univ., Ill. Ford Training and Placement Program.

Pub Date Nov 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College School Cooperation, *In-service Teacher Education, Program Descriptions, Program Evaluation, *School Cadres, *Teacher Programs, Team Teaching, *Urban Teaching

Identifiers—Ford Training and Placement Program, FTTP

This is a progress report on the Ford Training and Placement Program as it enters its fifth year of operation in training teachers for inner-city

schools. It is stated that the major achievement of the program is the effective way it has served as a linking mechanism among the university, public school system, and local school communities, especially in training professional educators as teams and in placing them as cadres in the public schools. The document describes the program operations for 1971-72, the dynamics of information retrieval (field-based staff members were required to document their experiences with the program), the major cadres, dissemination and demonstration of information, research and evaluation, and conclusions. (JA)

ED 083 237 SP 007 436

Cureton, Thomas K.

Trends of Research on Prevention of Physiological Aging and the Value of Exercise for Fitness and Health.

President's Council on Physical Fitness and Sports, Washington, D.C.

Pub Date 73

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adults, *Age, *Exercise (Physiology), Health, Health Education, *Physical Fitness, Physical Health, Physiology

In this document, "middle age" is defined as the 26- to 65-year age span during which there is a steady decline of both physical and mental capabilities and a change for the worse in personality traits. The document summarizes the findings of recent training experiments in adult health and physical education that indicate possible ways of postponing some aspects of physiological aging. Some topics discussed include the beneficial results from a) body locomotion and progressive endurance exercises; b) vitaminization (especially Vitamin C, which is not manufactured by the body); and c) physical training, which according to one study influences a common denominator that accelerates growth, decelerates aging, and prolongs life. (JA)

ED 083 238 SP 007 437

Jogging Guidelines.

President's Council on Physical Fitness and Sports, Washington, D.C.

Pub Date 73

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Athletics, *Exercise (Physiology), *Physical Activities, *Physical Education, *Physical Fitness, Physical Health, *Running

Jogging guidelines are set forth under the following headings: a) What Is Jogging; c) Why One Should Jog; c) How To Begin; d) What To Wear (with the emphasis on proper shoes); e) When and Where To Jog; and f) How To Jog. A 16-week basic program, outlined for inactive adults, recommends for each week the number of days to exercise, the distance, and the pace. A Walk-Jog-Run Pace Chart is included that designates pace, speed, and time for various distances. An address is given where answers to specific questions may be obtained. (BRB)

ED 083 239 SP 007 439

Conrad, C. Carson

Physical Conditioning through Water Exercises.

President's Council on Physical Fitness and Sports, Washington, D.C.

Pub Date 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Athletic Activities, Exercise (Physiology), *Physical Fitness, *Swimming

This document describes activities in an aquatic program designed for an individual in sound health. Instructions for performing each activity are given in step-by-step outline form. The activities are arranged under the following categories: standing water drills; pool-side standing drills; gutter holding drills; bobbing (various forms); extensions (various forms); other water exercises; lap swimming; and workouts. (JA)

ED 083 240 SP 007 440

Human Relations Education Project. Final Evaluation Report.

Buffalo Board of Education, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—67-03431-0

Pub Date Aug 70

Grant—OEG-3-7-703431-1483

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Humanism, *Humanization, *Human Relations, Interpersonal Competence, Interpersonal Relationship, *Sensitivity Training

This project did the planning and pilot phases of an effort to improve the teaching of human relations in grades K-12 of public and private schools in the Buffalo-Niagara Falls metropolitan area. In the pilot phase, the project furnished on-the-job training for approximately 70 schools. The training was given by teams of human relations specialists working full-time for periods of 2 and 3 weeks in selected urban, suburban, and semirural schools. In such schools they provided group activities, conducted demonstration lessons, wrote curriculum materials, suggested teaching methods, helped teachers plan, observed teachers, and promoted human relations as a crucial and integral part of the curriculum. Evaluators of the project feel that the participants increased their awareness of the importance of human relations in their classrooms and in their attitudes toward student behavior. (JB)

ED 083 241 SP 007 441

Connelly, F. Michael Dienes, Barbara

The Teacher As Choice Maker in Curriculum Development: A Case Study.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Feb 73

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Curriculum Planning, Educational Improvement, Teacher Education, *Teacher Participation, *Teacher Responsibility, *Teacher Role

This paper presents a theoretical account of a two-year case study of eight deliberating teachers in curriculum development. A conception of the eclectic and problematic habits of mind required by intelligent teacher deliberation and choice is presented. The conceptual resolution of the teacher role is based on theoretical considerations of the overall purpose of development, the teacher's role in development, and empirical data obtained in the discourse of deliberating teachers. Results of this study will have educational possibilities for the improvement of curriculum development, for the realization of effective teacher-based curriculum planning, and for the in-service and preservice education of teachers. (Authors)

ED 083 242 SP 007 442

Horowitz, Peter Otto, David

The Teaching Effectiveness of an Alternative Teaching Facility.

Pub Date [73]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Design, Classroom Environment, Educational Environment, Educational Equipment, *Effective Teaching, *Instructional Design, Learning

In 1969, the University of Alberta General Faculties Council created a Committee to Investigate Teaching. One of the projects undertaken by this committee was designing an alternative teaching facility. Three objectives were sought: a) to provide the maximum amount of versatility in intramural design and manipulation, b) to equip it with more visual and tactual stimulants than are normally found in conventional classrooms, and c) to study the effect of a lounge-like classroom on teaching and learning. An experimental classroom was designed and compared to a conventional one to see which fostered more learning. Two sections of an English course were used for the experiment, both taught by the same instructor, with identical syllabus, assignments, term papers, and final examination. No significant differences were found in grades earned by the students in these two groups. The instructor reported, however, that participation, disagreement with the instructor, openness to criticism by peers were more in evidence in the experimental class than in the controlled one. (JA)

ED 083 243 SP 007 443

Gow, Doris T.

PIC: A Process Model for the Individualization of Curricula.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Pub Date Feb 73

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, Louisiana, February 27, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Content Analysis, *Curriculum Design, *Curriculum Development, *Individualized Curriculum, Instructional Design, Intellectual Disciplines, *Models, Teaching Methods

This process model for individualized curriculum design and development is being used to produce extramural, self-instructional courses at the University of Pittsburgh. The model emphasizes curriculum analysis skills, making it particularly suited to complex subjects. It is an individualized, structured-curriculum model incorporating four additional components: a) content analysis procedures based on structure of the discipline to focus on process, b) samples of all skill levels to build independent learning capabilities, c) procedures for systematic application of research-based instructional strategies to instructional design, and d) procedures for incorporating independent inquiry into a structured model for instruction. (Author)

ED 083 244 SP 007 444

Roberts, Launey F., Jr.

Reciprocal Effects of Supervising Teacher and Student Teacher Attitudes.

Pub Date [69]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, Human Relations, Interaction, *Personal Relationship, Sensitivity Training, *Student Teachers, Teacher Educators, *Teacher Supervision

This study is concerned with determining from a comparison of terminal attitudes and behavior what changes, if any, occur in student and supervising teachers when they are paired according to divergent attitude scores. The Minnesota Teacher Attitude Inventory (MTAI) was administered to teacher supervisors and student teachers before the semester began to determine appropriate pairings of divergent scores. The MTAI was administered at the semester's end, along with the Purdue Student Teacher Opinionnaire and two specially prepared check sheets. The results of this study indicated the following: a) reciprocity in attitudinal effect on student teachers and supervising teachers in either direction occurred only in individual instances; b) although there were no significant changes in pre- and post-test mean scores, there were significant differences noted for individual pairings; and c) generally, neither supervising teacher attitudes nor student teacher attitudes were affected by each other. Recommendations from the study include joint presemester encounter and human relations training for both groups and in-service education programs for supervising teachers, with a greater emphasis on affective skill development. (JA)

ED 083 245 SP 007 445

Albino, Judith E. Liberty, Paul G.

Some Methodological Considerations in the Use of Factor Analysis to Determine Dimensions Underlying Student Ratings of Courses and Instructors.

Pub Date 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Statistical Analysis, *Statistical Data, *Statistical Studies, *Statistical Surveys

The data presented in this report call attention to inappropriate use of the Eigenroot criterion in factor work, a practice which has probably grown out of a theoretical focus on determining basic laws of behavior, rather than a practical emphasis on providing information that will be useful to college instructors and administrators. When researchers have sought only the general, broad dimensions that occur in Course-Instructor Survey (CIS) ratings, instructors and administrators have concluded that only these larger factors are needed in describing the evaluation of courses and instructors. In reality, however, administrative decision making and the provision of comprehensive feedback to instructors may demand that more specific factors be identified. In such cases, the proportion of variance criterion for stopping factoring may reveal information which would be lost were the Eigenroot criterion applied without regard to variance extracted. The question of when to stop factoring, then, seems to be best answered in terms of whether general laws of behavior are sought, or basic dimensions for specific practical applications are desired. (Author/JB)

ED 083 246

SP 007 446

Marks, Merle B.

Should Teacher Education Institutions Be Concerned About the Stull Act?

Pub Date Apr 73

Note—7p.; Speech presented at the Spring Conference of the Delegates of the California Council on the Education of Teachers, San Diego, California, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Responsibility, Educational Policy, Educational Responsibility, *State Legislation, *Teacher Education, *Teacher Programs

Identifiers—*California, Stull Act

The Stull Act requires each district to develop a uniform set of written guidelines for use in evaluating competency of its certified personnel; at this point, advice from the certificated instructional personnel must be considered when developing the guidelines. The chief issue raised by it is, "Should legislators or other lay groups be permitted to intrude into the professional's province?" The intrusions have occurred repeatedly, with educators serving as convenient scapegoats. Whether the particular law in question, the Stull Act, becomes a positive or negative instrument will be determined by the spirit of those who must develop the means to reach its goal and the attitude of those who have responsibility for determining what is to be done with the results. For this reason, the profession must be concerned about the Stull Act to ensure that it does not interfere with the development of the best possible programs of teacher education and the requisite laws needed to produce such programs. The legislature must determine desirable goals, but it should not prescribe how the professional should reach those objectives. (Author/JA)

ED 083 247 SP 007 447

Outdoor Recreation Action. Report 25.

Bureau of Outdoor Recreation (Dept. of Interior), Washington, D.C.

Pub Date 72

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$5.55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Federal Programs, *Outdoor Education, *Recreation, *State Programs

Identifiers—Outdoor Recreation

This report from the Department of Interior presents information concerning individual state actions and projects related to the broad topic of outdoor recreation. Included are data on the following topics: rights-of-way for recreation; federal financing of outdoor recreation; state and local financing of outdoor recreation; federal acquisition and development; federal planning, research, conferences, and special studies; and surplus property for parks and recreation. (JA)

ED 083 248

SP 007 448

Witkin, Herman A.

The Role of Cognitive Style in Academic Performance and in Teacher-Student Relations.

Educational Testing Service, Princeton, N.J.

Spons Agency—Graduate Record Examinations Board, Princeton, N.J.; National Institutes of Health (DHEW), Bethesda, Md. Resources Analysis Branch.

Pub Date Feb 73

Note—59p.; Paper presented at a Symposium Sponsored by the Graduate Record Examination Board, Montreal, Canada, November 8-10, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Cognitive Measurement, *Cognitive Processes, Perception, *Psychometrics, *Student Teacher Relationship

The cognitive characteristics involved in a relatively field-dependent or field-independent cognitive style and the personal characteristics associated with these contrasting styles have been shown to play a role in a) students' selection of electives and majors, b) vocational preferences they experience early in their academic careers, and c) the vocational choices they make. These characteristics have been related as well to performance in different subjects in school and in later vocational choice; they have also been implicated in shifts in majors during the college

years. Finally, they have been found to influence teachers' ways of teaching and students' learning patterns. Students and teachers matched in cognitive style show positive mutual evaluation, whereas teachers and students who are mismatched tend to evaluate each other negatively. (Author/JB)

ED 083 249 SP 007 449

[Undergraduate Experimental Program.]
Virginia Univ., Charlottesville. School of Education.

Pub Date [72]

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College School Cooperation, Experimental Programs, *Preservice Education, *Student Teacher Relationship, Teacher Education, *Teacher Programs

Identifiers—Distinguished Achievement Award Entry

This experimental junior-year teacher education program at the School of Education of the University of Virginia has been open to a sample of junior-year students for the past 2 years and is currently in its third year of field experience as an integration of theory and practice. It has served as a vehicle for developing and attempting to implement a new model of collaboration among university faculty, university students, and public school personnel. The basic assumptions of the model are a) that each of these parties must have the freedom to identify their basic needs and objectives, and the responsibility for accomplishing these; and b) that real success comes through collaborative, not individual, accomplishment. (Included in this program description are accounts of the program's content, rationale, mediating experiences, and evaluation. Also included is a proposed new model for collaboration.) (Author/JA)

ED 083 250 SP 007 450

A Copartnership for Bilateral Change: The University of Wisconsin - La Crosse Center for Education Professions (CEP) and the Area Movement for Educationally New Dimensions (AMEND).

Wisconsin State Univ., La Crosse.

Pub Date Nov 72

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affiliated Schools, *Educational Change, Inservice Teacher Education, *Multiunit Schools, School Organization, *Student Teaching, *Teacher Education

The Center for Education Professions (CEP) coordinated contacts between the University of Wisconsin's College of Education and the public and private schools of the La Crosse area. The synchronization was accomplished through the grouping of 23 multiunit area schools into a network called "Area Movement for Educationally New Dimensions" (AMEND). AMEND afforded bilateral change through mutual support programs. The AMEND schools were provided with facilitative services, in-service training programs, resource materials, public relations, and other maintenance assistance by CEP. AMEND schools also served as research laboratories for CEP personnel engaged in developing and field-testing materials for multiunit school curriculum. After one year, evaluation of this copartnership indicated that the program was functioning as intended. The organizational model has been established and as a result, roles and responsibilities in student teaching programs are being clarified. (The appendices to the report include information on a) the program organization and constitution; b) implementation of resource materials; c) the roles of the supervisor, principal, and program unit leader; and d) the 1972-73 AMEND Plan of Action.) (BRB)

ED 083 251 SP 007 451

Malinka, Robert M.
Teaching in the Middle School. Implications Concerning Certification and Function.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—24-72-0401-0

Pub Date 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Certification, Instructional Staff, *Intermediate Grades, *Middle Schools, Staff Orientation, *Staff Role

An overall view of the function of the middle-school staff is presented. Such aspects as teacher characteristics, number and kinds of personnel needed, criteria for certification, and personnel functions are discussed. Also included are brief, tentative job descriptions for the principal, the assistant principal, counselors, classroom teachers, and noncertified personnel. (JB)

ED 083 252 SP 007 452

Butts, David P.

Francis Howell Teachers Speak. An Evaluation of Issues for Experienced Teachers. Report Series #79.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Contract—OEC-6-108

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inquiry Training, Inservice Programs, *Science Curriculum, *Teacher Attitudes, *Teacher Guidance, Teacher Programs

Identifiers—Inquiry Oriented Curriculum

This document reports on a 2-day meeting which began with introductory sessions designed around the self-directed planning guides for personalizing learning in science developed by the Research and Development Center for Teacher Education of the University of Texas. Working with this inquiry-oriented science curriculum, it is reported, served as preparation for the teachers' first experience with the children on the second day. It is stated that the reality of direct involvement with children was used to help the teacher direct his or her task to the adequacies of the curriculum materials. Teachers' comments on the experience are divided under the headings of the three main dimensions of inquiry-oriented teaching, as they saw them: supply sergeant (finding essential stuff needed for the first-hand experience); intelligence officer (knowing the stuff in ways that will facilitate children's learning); and chaplain (knowing how and when to listen, and encourage and provide guidance as needed to children). Included are charts showing results of data on teachers' comments. (JA)

ED 083 253 SP 007 453

Teacher Education Center Survey. Region V, West Central West Virginia.

West Virginia State Dept. of Education, Charleston. Bureau of Planning, Research, and Evaluation.

Pub Date May 73

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Surveys, *Teacher Attitudes, *Teacher Centers

Identifiers—West Virginia

This survey gathered information that would facilitate the development of a teacher education center in Region V (located in West Central West Virginia). The instrument was designed to elicit responses from those who desired to participate in the in-service component of the center and from all of the teachers relative to their recent in-service training activities. This necessitated the development of a two-page instrument. (Included in this document is an analysis of the data and a copy of the instrument.) (JA)

ED 083 254 SP 007 454

New Jersey Social Science Teachers Look at American Institutions.

Opinion Research Corp., Princeton, N.J.

Spons Agency—Joint Council on Economic Education, New York, N.Y.

Pub Date Jul 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economics, *Inservice Education, Institutional Role, Political Attitudes, *Political Science, *Secondary Education, *Teacher Attitudes, Teacher Workshops, Teaching Methods

This report presents conclusions of exploratory research conducted by Opinion Research Corporation for the Joint Council on Economic Education. The report explains that 52 New Jersey high school social science teachers participated in discussions designed to determine how economics and political science were being presented in the schools, to explore the feasibility of combined instruction for these two subjects, to measure the acceptance of organizations that furnished

teaching materials, and to determine teacher attitudes toward workshops in social science. Some of the findings reported are a) economics and political science were being taught as American History courses; b) practical application was the method used in teaching these subjects; c) teachers saw discrepancies between theoretical American institutions and the actual operation of these institutions; and d) teachers were interested in workshops and seminars in the social sciences. The text of the report contains individual hypotheses about the teachers along with typical comments from them concerning a) methods of teaching and suggestions for curriculum improvement, b) teacher attitudes toward free enterprise and the two-party system, c) student motivation, and d) workshops. (BRB)

ED 083 255 SP 007 455

Allen, Harvey A.

The British Are Coming: An Annotated Bibliography on Open Education.

Pub Date [72]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alternative Schools, *Annotated Bibliographies, *Open Education, *Open Plan Schools

Identifiers—British Schools

These publications represent a small sampling of the available sources of information on open education. Books, articles, compilations, and sources of information are all cited. (JB)

ED 083 256 SP 007 457

Martin, Cecil L.

A Report on Elementary School Curriculum Creative Arts and Physical Education Component. Project PRIMES: Progress Research in Meeting Elementary Standards. ESEA, Title III 1972-1973.

Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Catholic Elementary Schools, *Elementary Schools, *Evaluation Methods, *Models

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This model was designed to assist in the self-evaluations of elementary schools in Columbus, Ohio. One hundred and fifty-one schools participated. Each school chose their desired curriculum area to evaluate with the help of a Building Evaluation Committee, composed of the principal and teacher, parent, and sometimes student representatives. The PRIMES model offered services which included four evaluation specialists and a set of instruments prepared by the schools to evaluate five different curriculum areas: visual arts, drama, music, dance, and physical education. These areas were judged according to curriculum, physical facilities, materials and equipment, and supportive services. (Specific summaries and recommendations for sample schools are included.) (JB/CL)

ED 083 257 SP 007 466

ModMAP (Modular Multiple Alternatives Program). Program Description 1973-1974.

Bridgeport Univ., Conn. Coll. of Education.

Pub Date 1 Sep 73

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, Graduate Study, Individualized Programs, *Inservice Education, Masters Degrees, *Open Education, *Performance Based Teacher Education, *Program Development, Schedule Modules

The Modular Multiple Alternatives Program (ModMAP), being developed at the University of Bridgeport, is the first competency-based, individualized graduate program in teacher education in the state of Connecticut. The program focuses on elementary teacher training and includes both master's and six-year level options. The program provides the students with alternative routes and contains provisions for the in-service education of nondegree-seeking students. The ModMAP graduate program is characterized as being a) research based, b) diagnostic, c) prescriptive, d) individualized, e) performance

based, f) school and community oriented, g) computer managed, h) modularized, and i) clinical. A process model of ModMap, included in the report, illustrates the stages of the program from admission to final program review and graduation. (Author/BRB)

TM

ED 083 258 TM 003 219

Kopp, Frederick S.
Evaluation of the Preschool Program, Summer, 1972. Research and Development Report, Vol. VI, No. 26.

Atlanta Public Schools, Ga.

Pub Date 72

Note—69p.; DIR-2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Cognitive Objectives, *Educationally Disadvantaged, In-service Teacher Education, Low Income Groups, *Preschool Evaluation, *Preschool Objectives, Reading Readiness, *Summer Programs

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

This Title I summer program was designed to develop the prereading skills of 200 educationally deprived preschool pupils in Atlanta. Specifically, the goals of the program were to: (1) develop social behavior motor skills, positive self-concept, perceptual skills, and cognitive skills in these four-year-old pupils; (2) provide inservice training for teachers and aides participating in the program; and (3) develop proficiency modules for educationally deprived pupils commensurate with their individual needs. The program was evaluated through a number of forms completed by professional personnel which assessed the following areas: attendance, contacts with parents, social workers' contacts, health services, social behavior, behavioral objectives, and professional personnel evaluation of the project. Recommendations for next year's program are made. A teacher's guide, forms and questionnaires used in the program, and data analyses are provided in appendices. (KM)

ED 083 259 TM 003 220

Clark, Sara H. Marty, Adeline O.

Job Corps Reading Program, Phillips Junior High School, Minneapolis, 1971-72. A Title I, ESEA Project.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-33

Pub Date Jan 73

Note—23p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Individualized Programs, Intermediate Grades, *Junior High School Students, *Program Evaluation, *Reading Achievement, Reading Comprehension, Reading Instruction, Reading Level, *Remedial Reading Programs, Vocabulary Development

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Job Corps Graded Reading Program

This report covers the use of the Job Corps Graded Reading Program at Phillips Junior High in 1971-72, the third year the materials were used. A major goal of this program was to raise the level of reading underachievers to a level of competency. Gates-MacGinitie vocabulary and comprehension tests were used as standardized measures of achievement. Students from grades 7-9 who were at least one year below grade level in reading were placed in the program. The individualized program developed for use in Job Corps training centers consists of a wide variety of graded reading selections. Supplementary materials were provided by staff at the school, and teachers and aides provided individual assistance. Despite a highly transient population, gain scores were obtained for 60% of the 305 students involved. Sixty percent of those students made grade equivalent gains in comprehension as great or greater than might have been expected for length of instruction. Forty-three percent made such gains on vocabulary tests. On the basis of both subjective and objective observations, it was recommended that the project be continued. (Author/KM)

ED 083 260 TM 003 221

Hough, Leaetta M. Hellervik, Lowell W.

An Interim Evaluation of the Burroughs-Clinton Busing Program; Minneapolis Public Schools.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Pub Date Apr 72

Note—15p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Attendance Patterns, *Bus Transportation, *Elementary Schools, *Formative Evaluation, *Integration Methods, Parent Attitudes, Racial Integration, School Buses, School Environment, *School Integration, Student Attitudes, Teacher Attitudes

In the Fall of 1970, a voluntary, one-way busing program of 59 white students was initiated from the Burroughs Elementary School Area to the Clinton Elementary School. An independent research agency was contracted to evaluate the program. Areas being investigated are attitudes of parents, teachers and students; school attendance; school climate; and scholastic achievement. Results thus far are generally favorable, although some negative effects are suggested. Among the positive findings are the parents' reports that their children like school more, increased school involvement of parents, enthusiasm for the project by the parents and teachers, and improved attendance for both bused and nonbused students. Negative findings suggest that bused students were a less cohesive group than nonbused students, perhaps attended a more "competitive" school, felt more friction existed at school than did nonbused Burroughs students, and perhaps were less satisfied than nonbused Burroughs students. Some of these negative findings were inconsistent with results from parent and teacher interviews. Some of the inconsistency may be due to the use of the nonbused Burroughs students as a comparison group, which assumes that prior to the busing program, the bused students were no different from the nonbused Burroughs sample. If this assumption is wrong, the results of the questionnaire comparisons are not valid. Scholastic achievement data were not available. (Author/KM)

ED 083 261 TM 003 222

Clark, Sara H.

Mobile Learning Centers of Minneapolis, 1971-72. A Title I, ESEA Project.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-24

Pub Date Jan 73

Note—26p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Mobile Educational Services, Programmed Instruction, *Program Evaluation, Reading Achievement, Reading Comprehension, Reading Instruction, *Remedial Reading Programs, *Secondary Grades, *Teaching Machines, Vocabulary Development

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

The Mobile Learning Centers Project began operations in the 1970-71 school year with funds from Title I ESEA, Title III NDEA and local sources. The project was successful, so it was continued in 1971-72. The goal of this program was to raise the rate of reading growth of secondary students in selected Title I schools who were one or more years below grade level in reading. The program was again successful. Eighty percent of the students made grade equivalent gains on comprehension tests over those expected for length of instruction. Sixty-four percent made such gains on vocabulary tests. Gates-MacGinitie tests were used. The project featured the use of TV-like teaching machines and educational materials developed by Dorsett Educational Systems. They were housed in two large trailers located at Lincoln and Bryant Junior High Schools and at North High. Although students operated the machines and tested their own progress at the end of each lesson, assistance was available from the certified reading teacher and aide who staffed each trailer. Costs were less per pupil period than in the previous year since the trailers and most of the machines and programs had been purchased the previous year. Several recommendations, including continuation of the project, were made. (Author/KM)

ED 083 262 TM 003 223

Evans, Charles L.

Trimester Assessment II, 1971-72.

Fort Worth Independent School District, Tex.

Pub Date Nov 72

Note—64p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Course Organization, *Extended School Year, Flexible Scheduling, Graduation, *High Schools, *Program Evaluation, Secondary Grades, Teaching Styles, *Trimester Schedules

The Fort Worth Trimester Plan (Intensified Learning Plan) employs three terms of approximately 60 days, each to replace a 90-day semester. To maintain an equivalent amount of classroom time, class periods are extended to 80 minutes at the high school level. The plan was implemented at one high school and three middle schools in 1970-71. The evaluative data provided in this report were gathered primarily from the three high schools in which the trimester plan was newly implemented in 1971-72. Information was gathered from students and teachers as well as through the use of tests. Data for comparative purposes were collected from three semester schools. Evaluation focused on several concerns that emerged from the first-year assessment: academic achievement, effects of a lapsed trimester between courses, teaching styles of trimester teachers, the extent to which students chose early graduation over an extended curriculum, teacher fatigue, student attentiveness during the longer period, and overall teacher assessment of the trimester plan. Results are summarized by concerns examined. (Author/KM)

ED 083 263 TM 003 224

Gossie, Sandra

Evaluation of Leadership Laboratory Program Conducted in the Fort Worth Independent School District.

Fort Worth Independent School District, Tex. Dept. of Research and Evaluation.

Note—43p.; DIR-1; Conducted with support of the Center for Research and Evaluation, North Texas State Univ. and the Thiokol Chemical Corp.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, *Interpersonal Competence, *Leadership Training, Measurement Instruments, *Program Evaluation, Psychological Tests, Secondary Grades, *Standardized Tests, *Student Testing, Tables (Data), Test Results, Tests

Identifiers—California Psychological Inventory, Fort Worth Independent School District, Intellectual Achievement Responsibility, *Leadership Laboratory for Student Development

The Leadership Laboratory for Student Development program, its rationale, objectives, and evaluation findings are discussed. The Leadership Lab, created to prepare a student leader to interact with a variety of people found in the typical school setting, provides students with structured learning experiences that progress from basic communication and group interaction to flexible leadership skills. Evaluation of the program was carried out simultaneously with the training sessions. These sessions were conducted at five high schools, two groups of students in each school, with approximately 17 students in each group. To measure change in interpersonal skills and personality characteristics, pretests were administered at the beginning of the training sessions, and the same tests were again administered at the end of the sessions. The instruments used in testing were the California Psychological Inventory (CPI) and the Intellectual Achievement Responsibility (IAR). Other instruments used to collect information were Student Survey, Student Questionnaire, and Exercise 22-A from the training manual. As not all students returned the posttest and some did not use the same identifying number of the pretest on the posttest, the sample of CPI and the IAR were biased. Results of the evaluation, which are given in 29 tables, showed that personality characteristics and interpersonal skills measured by the CPI did not change over the period of the training sessions to a significant degree, whereas personality characteristics and interpersonal skills represented by the IAR showed significant change. Copies of the CPI, a page of the IAR, the Student Survey, and the Student Questionnaire are provided. (DB)

ED 083 264 TM 003 225

Borg, Gunnar. And Others.
Self-Appraisal of Physical Performance Capacity.
Reports from the Institute of Applied Psychology,
The University of Stockholm, No. 32.
Stockholm Univ. (Sweden). Inst. of Applied
Psychology.

Pub Date 72

Note—12p.; Research conducted in connection
with another investigation, "Physiological and
Perceptual Indicators of Physical Stress in 41-
to 60-year-old Men Who Vary in Conditioning
Level and in Body Fatness." Medicine and
Science in Sports, v4 n2 p96-100 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation Methods, Exercise
(Physiology), *Males, *Muscular Strength, Per-
sonality Assessment, *Physical Fitness,
Psychological Characteristics, *Rating Scales,
*Self Evaluation, Technical Reports

A method for self-appraisal of muscular
strength and physical working capacity consisting
of a simple 13-grade rating scale was applied in
a study of the physical fitness of a group of 70
middle-aged men. The method functioned well as
shown by the similarities in means and standard
deviations between ratings and laboratory mea-
surements of the "same" variables. Significant
correlations of the size .30-.40 were obtained
between self-ratings of fitness and measure of
fitness. The highest correlation, $r = .52$, was ob-
tained between ratings of endurance fitness and
preferred work load (for a moderate training ses-
sion) for work on the tread-mill. The method is
applicable in evaluating other personality charac-
teristics of importance for the understanding of
people and their adaptation to the demands of
work, leisure time activities etc. By comparing
the subjective ratings with "objective" test
results, quantitative measurements of an in-
dividual's "reality conception" can be obtained.
(Author)

ED 083 265 TM 003 226

Fincher, Cameron

Program Evaluation: Approaches and Procedures.
Pub Date 16 May 73

Note—18p.; Paper presented at annual forum of
Association for Institutional Research (Van-
couver, British Columbia, May 16, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conceptual Schemes, *Evaluation
Techniques, *Higher Education, *Program
Evaluation, Research Reviews (Publications),
Speeches

Current approaches being made to program
evaluation are examined, and some of the impli-
cations for academic programs in higher educa-
tion are considered. The conceptual shifts that
are involved in the changing demands placed
upon educational evaluation are summarized as:
(1) an increasing emphasis on the use of tests
and measurements for feedback and direct im-
provement as opposed to selection and placement
of students, (2) an increasing advocacy of
developmental, applied, practical, problem-solv-
ing research, (3) a lessening of interest in con-
ventional experimental research as opposed to
research that is administratively or action
oriented, and (4) a growing interest in decision-
oriented research. For the evaluation of academic
programs, these shifts suggest that a heavier
emphasis should be given to formative, as op-
posed to summative, evaluation, and that the
results of evaluation studies will be used increas-
ingly for policy decisions that will determine
program substance, form, and content. A concep-
tual framework for program evaluation in higher
education is provided in a figure. The primary thrust
of the conceptual design is that systematic efforts
at program evaluation should constitute a func-
tional analysis of the variables that are involved,
and that the nature of the relationships derived or
established will be probabilistic rather than deter-
ministic. The complexities of most higher educa-
tion program and the subtlety of influential vari-
ables suggest that urgent as evaluation is, it will
not be easy to conduct the kind of evaluation
studies needed. (DB)

ED 083 266 TM 003 227

Faunce, R. W. And Others

The Minneapolis Public School Administrators'
Workshop Conference on Integration: St. John's
University, August 16-18, 1972. An Evaluation.
Minneapolis Public Schools, Minn. Dept. of
Research and Evaluation.

Report No.—C-72-11

Pub Date Apr 73

Note—41p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, Con-
ference Reports, Participant Characteristics,
*Program Evaluation, *Questionnaires, *Racial
Integration, *Workshops

Identifiers—Minneapolis Public Schools

"Humanizing our schools—preparation for
development of integrated environments for
learning" was the theme of this workshop con-
ference for more than 250 Minneapolis Public
School administrators. The goals of the con-
ference were open communications on the topic
of desegregation, discussions relevant to this
topic, active involvement of participants, and
the acquisition of useful knowledge about steps to be
taken toward integration. The conference was
evaluated by use of a questionnaire distributed to
all participants who attended the closing session
($n = 225$). A total of 200 questionnaires were
returned. The questions were related to the goals
of the conference plus three additional questions
related to the reactions of the participants to
presentations made by consultants, conference ar-
rangements and facilities, with the final question
designed to determine if reaction to the con-
ference was related to participant characteristics,
e.g., experience, sex, race, etc. The questionnaire
data showed that the conference made moderate
progress toward its goals. The greatest differences
in response to program activities occurred
between black and white administrators; these
differences were variable. A number of differ-
ences were also noted between male and
female reactions, but these were directed more at
conference facilities than program content. The
percent participants' responses are provided in
relation to each of the questions. (DB)

ED 083 267 TM 003 228

Bergeth, Robert L.

An Analysis of the Bryant YES Center Student
Reading and Math Growth, 1971-1972.

Minneapolis Public Schools, Minn. Dept. of
Research and Evaluation.

Report No.—C-71-74

Pub Date Aug 72

Note—16p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Arithmetic, Intermediate Grades,
*Measurement Instruments, *Reading Tests,
Remedial Courses, *Student Testing, *Test
Results

Identifiers—*Bryant YES Center

The Bryant Youth Educational Support Center
(YES) was established to meet the needs of
Bryant Junior High students who were socially
maladjusted and/or academically underachieving.
The primary objectives of the center are to
provide basic-skills remedial instruction and to
modify inappropriate behavior. During the 1971-1972
school year, 50 students were enrolled at the
center, of whom 47 took standardized achieve-
ment tests in reading and math in October 1971
and May 1972. The tests were the Gates-Mac-
Ginitie Test in Reading Comprehension and
Vocabulary, Stanford Achievement Test in Word
Meaning, Paragraph Meaning, Arithmetic Com-
putation, Arithmetic Concepts, and Arithmetic
Applications. The same tests were taken on both
the pretest and posttest. Results of the tests
showed that the students made excellent progress
in reading and made good progress in arithmetic.
The test results are tabulated. (Author/DB)

ED 083 268 TM 003 229

Bergeth, Robert

An Analysis of the Reading and Math Growth of
Minneapolis Intermediate Grade Title I Stu-
dents, 1969-1971.

Minneapolis Public Schools, Minn. Dept. of
Research and Evaluation.

Report No.—C-71-75

Pub Date Jun 72

Note—36p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Arithmetic, Comparative Analysis,
Educationally Disadvantaged, *Grade 4, *Mea-
surement Instruments, *Reading Tests, *Stu-
dent Testing, Test Results

Identifiers—Gates MacGinitie Reading Com-
prehension Test, Iowa Tests of Basic Skills,
Minneapolis Public Schools

The major purpose of this study was to ascer-
tain the reading and math progress made by Title
I eligible intermediate grade students who lived

and attended school in the Minneapolis Public
Schools Target Area. A comparison group of stu-
dents was also selected for study from a non-
target school. The study population was all 1969-70
fourth graders whose test scores were at or below
the 25th percentile on publisher norms of the
Gates-MacGinitie Reading Comprehension Test.
The Target group consisted of 126 students, and
the non-Target group consisted of 154 students.
In January 1970 and October 1971, both student
groups took the same form of the Vocabulary
and Comprehension Gates-MacGinitie Test, as
well as the Modern Mathematics Supplement to
the Iowa Tests of Basic Skills. Target Area stu-
dents made grade equivalent gains on both the
Vocabulary and Comprehension Tests, which was
below the expected gain of 1.6 suggested by the
publisher's norms. The non-Target students made
gains of 1.1 in vocabulary and 1.5 in comprehen-
sion. Thirty percent of the Target students made
gains of 1.6 or better in vocabulary and 33%
made or exceeded 1.6 in comprehension. In
math, the Target group had a pretest grade
equivalent score of 3.0 and a posttest score of
4.4. The non-Target group went from 3.0 to 4.8.
Results of comparing the posttest scores of the
Title I Target students with a similar group of
educationally disadvantaged non-Target students
showed that both groups performed about the
same in reading comprehension, but the non-
Target group performed somewhat better in vocabu-
lary and math. (DB)

ED 083 269 TM 003 230

Davidoff, Stephen H. Allen, David W.

Evaluation of Title I ESEA Projects, 1971-1972.
Volume I, Cultural, Affective and Supportive
Services Projects.

Philadelphia School District, Pa. Office of
Research and Evaluation.

Report No.—R-7216

Pub Date [73]

Note—70p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Pro-
grams, Cultural Enrichment, Elementary
Grades, *Enrichment Programs, *Evaluation
Techniques, *Program Evaluation, Secondary
Grades, Technical Reports

Identifiers—*Elementary Secondary Education
Act Title I, ESEA Title I, Philadelphia

A part of the results of the evaluation of more
than 50 federally funded ESEA Title I projects in
Philadelphia, this volume reports on the evalua-
tion of the cluster "Cultural, Affective, and Sup-
portive Services." Projects in this cluster seek to
provide children with additional activities and
services that are designed to enrich their learning
and cultural experiences and to help the children
gain a greater understanding of themselves, their
environment, and interpersonal relations. Projects
in this group are: Affective Education, Art
Specialist Teachers, Closed-Circuit Television, Com-
munications Experiences, Creative Dramatics,
Cultural Experiences, Dual Audio Television,
Human Relations Retreats, Instructional Materials
Centers, Itinerant Hearing Service, Motivation
"B", Multimedia Center, Music Specialist
Teachers, Speech and Hearing, Speech Therapy
Clinics, and Understanding. This volume contains
a cluster report, which is an overview of the
cluster projects, and digest reports of projects
within the cluster in the following format:
identification and description of the project (rationale,
objectives, operational characteristics,
previous evaluations); current evaluation
procedure (scope and design, instruments, sub-
jects, analysis of data); results; and conclusions.
(For related documents, see TM 003 231-233.)
(DB)

ED 083 270 TM 003 231

Goldsmith, Barbara C. And Others

Evaluation of Title I ESEA Projects, 1971-1972.
Volume II, School-Community Relations and
Unique Staffing Patterns.

Philadelphia School District, Pa. Office of
Research and Evaluation.

Report No.—R-7217

Pub Date [73]

Note—62p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Pro-
grams, Elementary Grades, *Evaluation
Techniques, Kindergarten, *Parent Attitudes,
*Program Evaluation, *School Community Pro-
grams, Secondary Grades, Staff Role, Technical
Reports

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Philadelphia

ESEA Title I projects related to school-community relations and unique staffing patterns, carried out in Philadelphia during 1971-1972, are evaluated in this volume. The six projects in this cluster are: School-Community Coordinator Services; New Staffing Patterns in Educational Improvement Program Schools; Kindergarten Aides and Supervisors; Out-of-School Sequenced Science Experiences for Paired Schools; Education in World Affairs; and Germantown Area Schools Project. The six projects have the following objectives: to inform community residents about the objectives, programs, curricula, and services of the school, and to increase their participation in projects relating the school and the community; and to inform school personnel about the composition, needs, and concerns of their school's community, and to increase their participation in projects relating the school and the community. This report contains a cluster overview, and digest reports of the projects within the cluster in the following format: identification and description of the project (rationale, objectives, operational characteristics, previous evaluations); current evaluation procedure (scope and design, instruments, subjects, analysis of data); results; and conclusions. (For related documents, see TM 003 230, 232-233.) (DB)

ED 083 271 TM 003 232

Prusso, Kenneth W. And Others

Evaluation of Title I ESEA Projects, 1971-1972. Volume III, Instructional Practices and Student Cognitive Performance.

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No.—R-7218

Pub Date [73]

Note—152p.; DIR-1

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cognitive Development, *Compensatory Education Programs, Elementary Grades, English (Second Language), *Evaluation Techniques, *Instructional Improvement, Mathematics Instruction, *Program Evaluation, Reading Achievement, Secondary Grades, Special Education, Technical Reports

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Philadelphia

In this volume, ESEA Title I projects related to instructional practices and student cognitive performance, carried out in Philadelphia during 1971-1972, are evaluated. The six projects in this cluster are: Class for Mentally Retarded/Emotionally Disturbed Children; English as a Second Language; Improvement of Reading Skills (Reading Skills Centers; Shared Time, Part-Time, Primary Reading Skills Center); Individualized Education Center; Learning Dimensions; and Special Mathematics Project SEED. Related project reports that are included are: Computer-Assisted Instruction; English as a Second Language; Readiness; Instructional Management; Intensive Learning Center; Learning Centers; Pennsylvania Advancement School; Puerto Rican Orientation; Reading Specialist Training and Development for Inner-City Teachers; Summer Adventures in Learning; Summer Reading Readiness; Summer Special Education; Teaching Basic Reading Skills—A Systems Approach; Walnut Center; and Youth Serving Youth. Following a cluster overview, digests of the projects are provided in the following format: identification and description of the project (rationale, objectives, operational characteristics, previous evaluations); current evaluation procedure (scope and design, instruments, subjects, analysis of data); results; and conclusions. (For related documents, see TM 003 230-231, 233.) (DB)

ED 083 272 TM 003 233

Chern, Hermine J. And Others

Evaluation of Title I ESEA Projects, 1971-1972. Volume IV, Auxiliary Services to Schools and Pupils.

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No.—R-7219

Pub Date [73]

Note—46p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Planning, *College Placement, *Counseling Services, Elementary Grades, *Evaluation Techniques, *Program Evaluation, Secondary Grades, Student Motivation, Technical Reports

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I, Philadelphia

This final volume of reports on the evaluation of ESEA Title I projects in Philadelphia 1971-1972 is concerned with the cluster "Auxiliary Services to Schools and Pupils." In this report are examined the theoretical bases for the creation and integration of projects directed toward the broad-based career development goals of the School District of Philadelphia, and the degree to which these goals are facilitated by the common impact of the projects in this cluster. Projects included in this cluster are: Apparel Industry Training, College Placement, Counseling Services, Counselor Aides, and Motivation Program. Following a cluster overview, digest reports are given of the projects in the following format: identification and description of the project (rationale, objectives, operational characteristics, previous evaluations); current evaluation procedure (scope and design, instruments, subjects, analysis of data); results; and conclusions. (For related documents, see TM 003 230-232.) (DB)

ED 083 273 TM 003 234

Nessey, Donna C. Faunce, R. W.

Bethune Continuous Progress Primary Evaluation, 1970-1972.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-59

Pub Date Oct 72

Note—39p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Continuous Progress Plan, Kindergarten, *Primary Grades, *Program Evaluation, *Questionnaires, Small Group Instruction, *Teacher Attitudes, Technical Reports

Identifiers—*Continuous Progress Primary, Minneapolis

The Continuous Progress Primary (CPP) was adopted in grades K-3 at Bethune Elementary School (Minneapolis) in 1970. The intermediate grades (4-6) were organized in grade levels. In the CPP, each child progresses at his own rate, the emphasis being on small-group learning. The school staff took part in a questionnaire evaluation of the CPP in May 1972. Respondents indicated a need for more parental involvement, although there was more parental involvement in the CPP than in the traditional program. The staff also felt that the CPP increased their effectiveness in meeting individual student's needs; they were pleased with the basic skills instruction in the CPP, but about half of the staff felt the children in CPP got insufficient instruction in other academic areas; and they generally felt the available resources and services were adequate. The program for five-year-olds was viewed as a success, but about 80% of the staff felt that the five-year-olds should not be with the older children the entire day. Eighty percent of all respondents and all of the primary teachers thought the CPP should be continued. (An appendix provides a copy of the questionnaire and a tabulation of responses to each question.) (Author/DB)

ED 083 274 TM 003 235

Survey of Secondary School Students' Perceptions of School and Education.

North York Board of Education, Pa.

Pub Date Jan 72

Note—82p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, Data Collection, *Educational Attitudes, *Questionnaires, *Secondary Grades, *Student Attitudes, *Student School Relationship, Tables (Data), Technical Reports

Identifiers—*North York

A questionnaire, "How Students Perceive Their School," was completed by 4,694 students, chosen at random, in grades 11, 12, and 13 of the Senior Secondary Schools in North York. The questionnaire was comprised of 39 closed-ended questions, excluding grade and sex, and 9 open-ended queries on which students were asked to comment if they wished to. The questions covered nine areas of concern: school in general, evaluation, students' rights or responsibilities, students' council, classes/curriculum, discipline, teaching, discrimination, and aspirations. The students' responses are tabulated as to percent agreement and disagreement by grade level for each closed-ended statement, and for most of the statements, a graph shows the percent agreement for each individual school. The survey showed

that, on the whole, the students had a positive view of their school and education. Trouble spots were mainly in the areas of effectiveness of teaching methods, student involvement in helping to establish school regulations, and a student voice in setting curriculum content and choice of options. A copy of the questionnaire is provided in an appendix. (For related document, see TM 003 236.) (DB)

ED 083 275 TM 003 236

Questionnaire for Secondary School Students. Appendix.

North York Board of Education, Pa.

Pub Date Jan 72

Note—7p.; DIR-1

Available from—Not available separately; see TM 003 235

Document Not Available from EDRS.

Descriptors—*Educational Attitudes, *Questionnaires, *Secondary Grades, *Student Attitudes

Identifiers—*North York

A 42-item questionnaire to determine students' perceptions of their schools and education is provided. Responses to the 38 closed-ended questions are provided by checking boxes that are labeled "Strongly Agree," "Agree," "Disagree," "Strongly Disagree," and "No Opinion" or by "Yes," "No," or "Don't Know." The final item on the questionnaire provides for suggestions for changes to improve students' council, students' rights, teaching, methods of evaluation, school operation and policy, curriculum, discipline, and other. (For related document, see TM 003 235.) (DB)

ED 083 276 TM 003 238

Assessment of Oregon's Educational Needs.

Oregon State Board of Education, Salem.

Pub Date 6 Jan 70

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Educational Needs,

*Interviews, *Program Evaluation, *Rating Scales, *State Surveys, Technical Reports

Identifiers—*Oregon

Oregon's educational needs were identified through 120 in-depth interviews with the general public, educators, students, and dropouts. The result of these interviews was a list of 27 critical needs. An interview instrument was developed around these critical needs, and was administered to a statewide sample of the population of Oregon who indicated on a 10-point scale the degree of need and the degree of effectiveness of schools in meeting the need. The interview instrument was also administered to 204 educators, 469 students, and 52 dropouts who were students, dropouts, and staff members of 20 high schools. A table provides the 27 needs in priority order with the Need Rank and Difference Rank as perceived by the four population groups. (DB)

ED 083 277 TM 003 239

Gosser, Jon And Others

Computerized Test Library.

Pub Date 7 Apr 73

Note—11p.; Paper presented at a meeting of the Michigan Academy of Science, Arts, and Letters (Ann Arbor, Michigan, April 7, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Computer Programs, Higher Education, *Individual Tests,

*Information Retrieval, *Student Testing, Tests

Identifiers—*Computerized Test Library

The application of a well-known and fairly simple information retrieval technology to the process of testing undergraduate college students is described. The Computerized Test Library allows the student and/or the professor to extract questions of varying difficulty covering whatever topic the student is studying; if the student performs at the appropriate level, both the student and professor are so informed. The Computerized Test Library is created from punched card record groups (a single questions and its coded information) on a 2311 disk pack, comprising two 99-cylinder sequential files. The disk records have a length of 80 bytes and are blocked at 3600 bytes. The punched card record groups consist of a header card and a variable number of questions and answer cards. The package is comprised of a total of six programs written in PL/I language. (The programs and further documentation are available from Jon Gosser, Psychology, Delta College, University Center, Michigan 48710.) Card Input Formats, Description of Codes in

Computerized Test Library, examples of test questions, answers, and related data, instructions as to file maintenance, and a brief evaluation of the tests of the Computerized Test Library are provided. (DB)

ED 083 278 TM 003 240

Barton, Marilyn Jenkins, W. O.

The Maladaptive Behavior Record (MBR): A Scale for the Analysis and Prediction of Community Adjustment and Recidivism of Offenders.

Rehabilitation Research Foundation, Elmore, Ala. Spons. Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-82-01-69-06-7

Pub Date 19 Jan 73

Note—35p.

Available from—National Technical Information Service, Springfield, Va. 22151 (MF \$1.45, HC \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, *Behavior Rating Scales, Correctional Rehabilitation, Criminals, Interviews, *Measurement Instruments, *Psychometrics, *Recidivism, *Socially Deviant Behavior, Statistical Analysis, Tables (Data), Technical Reports

Identifiers—*Maladaptive Behavior Record

This report describes the Maladaptive Behavior Record (MBR), a behavioral assessment scale developed for use in a longitudinal follow-up study of released adult offenders. The scale focused upon the identification and specification of maladaptive behaviors that are associated with postrelease success or failure, and is valid for and predictive of criminal behavior and recidivism. Because the MBR specifies areas of maladaptive behavior for which intervention is needed, the data derived and validated with this scale present significant implications for community and institutional correctional programs which seek to measure and control the variables that influence criminal behavior. (Author)

ED 083 279 TM 003 241

Lapp, Diane

Behavioral Objectives Writing Skills Test.

Pub Date 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Elementary Grades, Higher Education, Scoring, Statistical Analysis, *Teacher Evaluation, Test Reliability, *Tests, Test Validity, *Writing Skills

Identifiers—*Behavioral Objectives Writing Skills Test

The Behavioral Objectives Writing Skills Test (BOWST) was designed to provide an estimate of the elementary teacher's ability to write behavioral objectives. This instrument, which requires the teacher to develop three behavioral objectives for each of four hypothetical classroom settings, has wide utility as a teacher-training tool. It may be administered as both a pre- and post-test in either in-service or pre-service programs which attempt to measure the ability of teachers to write behavioral objectives. The BOWST has the following advantages as a measuring instrument: (1) extensive preparation is not needed for its administration or scoring; (2) it is untimed and therefore is not a speed test; (3) no oral response is required; and (4) alternate forms of the test are provided to facilitate repeated measures. The test construction, test development studies, and directions for administering and scoring the test are presented. Forms A and B of the test are provided. (Author/DB)

ED 083 280 TM 003 242

Kelly, Edward F.

Curriculum Evaluation and Literary Criticism: The Explication of an Analogy.

Pub Date 73

Note—39p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Evaluation, *Descriptive Writing, *Literary Criticism, *Measurement, *Rhetorical Criticism, Speeches

This study sought to discover the extent of the parallel between the processes of curriculum evaluation and literary criticism in order to clarify the evaluation process. A consideration of both

literatures confirmed the presence of the analogy and allowed the development of a concept of descriptive validity as well as the identification of three different types of descriptive data. In addition, a process of judgment and justification was presented and a concept of publicly reasonable judgment developed. Lastly, six traditional literary devices were introduced and their analogies in curriculum explained and exemplified. (Author)

ED 083 281 TM 003 243

Angoff, William H. Modu, Christopher C.

Equating the Scales of the Prueba de Aptitud Academica and the Scholastic Aptitude Test.

College Entrance Examination Board, New York, N.Y.

Report No.—CEE-RR-3

Pub Date 73

Note—44p.

Available from—Publications Order Office, College Entrance Examination Board, Box 592, Princeton, N.J. 08540 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Aptitude Tests, *Comparative Statistics, Cultural Differences, English, *Equated Scores, Language Role, Mathematical Models, *Mathematics, Spanish, Statistical Analysis, Student Testing, Tables (Data), Technical Reports, Test Results, *Verbal Tests

Identifiers—PAA, Prueba de Aptitud Academica, SAT, Scholastic Aptitude Test

The purpose of this study was to establish score equivalencies between the College Board Scholastic Aptitude Test (SAT) and its Spanish-language equivalent, the College Board Prueba de Aptitud Academica (PAA). The method of the study involved two phases: the selection of test items equally appropriate for Spanish- and English-speaking students for use in equating the two tests; and the equating analysis itself. The method of the first phase was to choose two sets of items, one originally appearing in Spanish, the other originally appearing in English; to translate each set into the other language; and to administer both sets in the appropriate language mode for pretest purposes to both types of students. These administrations were conducted in the Fall of 1970 with samples of candidates taking the PAA or the SAT at regularly scheduled administrations. They provided data regarding the difficulty and discrimination power of each item for each of the two groups, and an index of appropriateness of each item for both groups. On the basis of the analyses of these data, two sets of items, one verbal and the other mathematical, were chosen and assembled as "common items" to be used for equating. In the second phase of the study, these "common items," appearing in Spanish and in English, were administered in the appropriate language along with the operational form of the PAA in November 1971 and with the operational form of the SAT in January 1972. The data resulting from the administrations of these "common items" were used to calibrate for differences in the abilities of the two groups and permitted both linear and equipercentile equating of the two tests. Conversion tables are provided. (Author/DB)

ED 083 282 TM 003 244

Burkheimer, G. J. Davis, J. A.

Impact of the Curso de Perfeccionamiento: An Audit of the Effectiveness of the Physician Retraining Program at the University of Puerto Rico. Final Report for Cursos 1 and 2.

Educational Testing Service, Princeton, N.J.

Spons. Agency—Puerto Rico Univ., San Juan.

School of Medicine.

Report No.—ETS-PR-73-22

Pub Date Feb 73

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Analysis of Variance, Comparative Statistics, *Physicians, Professional Continuing Education, *Program Evaluation, Retraining, Statistical Analysis, Technical Reports, *Test Results, *Tests

Identifiers—*Medical Knowledge Tests, Puerto Rico

The University of Puerto Rico Medical School conducted six-month Physician Retraining Programs (Cursos de Perfeccionamiento) for two groups of foreign trained physicians starting in the Summer of 1970 and the Spring of 1971, respectively. The characteristics of the 84 participants in these programs are examined in terms of

pre-Curso medical knowledge and licensing indices and academic potential; Curso achievement indices; and post-Curso medical knowledge and licensing indices. Findings indicate that the physicians in the two programs: (1) were essentially equivalent prior to Curso participation; (2) showed significant but differential gain during the programs; and (3) performed somewhat better on subsequent Puerto Rico licensing examinations than a group of foreign-trained physicians from the general population. All indications, therefore, suggest the success of the Curso in improving the medical knowledge of participants and improving the likelihood of their subsequent licensing (and thus better utilization in a sparse health manpower pool). (Author)

ED 083 283 TM 003 245

Tanaka, Masako N. Massad, Carolyn E.

Language Comprehension and Performance.

Pub Date Aug 73

Note—11p.; Paper presented at annual conference of American Psychological Association (Montreal, Canada, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Discrimination, *Child Language, *Language Skills, *Listening Skills, *Measurement Instruments, Pictorial Stimuli, Preschool Education, Speeches, *Tests

Identifiers—*CIRCUS Language Measures

The effectiveness of the CIRCUS language instruments for determining language comprehension and performance in the 4- and 5-year-old child is discussed. In these instruments, the use of content words is primarily studied through the use of single-word measures, such as a picture vocabulary test and an auditory discrimination test, whereas the use of functor words is studied by three different measures: a listening comprehension test, a test which measures the receptive understanding of certain grammatical constructions, and a test which measures the ability of the child to produce the same or similar constructions. These last two measures are designed to provide information which can be used to compare the child's receptive vs. productive use of grammatical structures. The intent of the CIRCUS measures is to provide the teacher with a reasonable sampling of the child's language. The CIRCUS instruments measure the growth of the child's spoken language by observing three types of language use: descriptive, functional, and narrative. (DB)

ED 083 284 TM 003 246

Klein, Stephen P. Koseoff, Jacqueline

Issues and Procedures in the Development of

Criterion Referenced Tests.

ERIC Clearinghouse on Tests, Measurement, and

Evaluation, Princeton, N.J.

Spons. Agency—National Inst. of Education (D-

HEW), Washington, D.C.

Report No.—TM-R-26

Pub Date Sep 73

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Criterion Referenced Tests, Elementary Grades, *Mathematics, Secondary Grades, *Test Construction, *Testing Programs, *Tests

The basic steps and procedures in the development of criterion referenced tests (CRT), as well as the issues and problems associated with these activities are discussed. In the first section of the paper, the discussions focus upon the purpose and defining characteristics of CRTs, item construction and selection, improving item quality, content validity, item and test bias, test scores, and packaging and other considerations. In the second section, the results of a survey conducted to assess current efforts in criterion referenced testing are summarized. Five defining characteristics—program focus, instructional dependence, objective and item generation, test models and packaging, and test scores—are provided for each of the following testing programs: California Test Bureau—McGraw-Hill, Prescriptive Mathematics Inventory; Comprehensive Achievement Monitoring; Individualized Criterion Referenced Testing; Instructional Objectives Exchange; MINEMAST Curriculum Project—University of Minnesota; National Assessment of Educational Progress; Southwest Regional Laboratory; System for Objectives Based Assessment—Reading, Center for the Study of Evaluation; UCLA; and Zweig and Associates. From this analysis, 10 questions that the CRT developer must answer in

order to clarify the nature and purpose of a CRT are provided. (DB)

ED 083 285 TM 003 248

Messick, Samuel

The Context of Assessment and the Assessment of Context.

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Early Childhood Education, Evaluation Techniques, *Interaction Process Analysis, Participant Characteristics, *Program Evaluation, *Student Testing, Technical Reports

Identifiers—*CIRCUS Assessment Measures

To measure any element or characteristics of an early childhood education system, the general context of interdependencies must be assessed in order to take into account possible interactions of the characteristics measured with characteristics of the student, teacher, situation, and background. A comprehensive program of individual assessment should include provision for gauging three major aspects of context: (1) inferences about personal characteristics, particularly about competencies, should be relative to the context of environment, education experiences, and programs to which the child has been exposed; (2) inferences about a particular characteristic or competency should be relative to the context of his general personality and intellectual makeup, or at least to the salient features of that makeup; and (3) inferences about measured characteristics should be relative to the context of the measurement process per se. Strategies for the assessment of these aspects of context, particularly as exemplified in the ETS CIRCUS approach to comprehensive assessment, are considered. For a comprehensive program of measurement to deal meaningfully with the assessment of context, it must include provision for multivariate analysis and for the display, reporting, and interpretation of interactive and moderated relationships. (DB)

ED 083 286 TM 003 249

Binkley, Ed And Others

Study of School Suspensions, 1971-1972.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Pub Date Dec 72

Note—39p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Collection, Intermediate Grades, Kindergarten, Primary Grades, *Questionnaires, *School Surveys, Secondary Grades, Statistical Analysis, *Student Behavior, *Student Characteristics, *Suspension, Tables (Data)

Identifiers—*Nashville Metropolitan Public Schools

To obtain information regarding selected characteristics of suspended students in the Metropolitan Nashville Schools during 1971-72, a 17-item questionnaire was sent to principals of the various schools, of which 2,246 answers were used in the data analysis. The results of the analysis are tabulated and discussed in relation to each item. In summary, the data showed that: most of the suspended students were still attending the same school; most causes for suspension were either attendance-related or behavior-related; incidents leading to suspension occurred in classrooms, hallways, restrooms, and school grounds; most cases did not involve legal measures; the frequency of problems varied according to the grade level group (K-6, 7-9, 10-12); the majority of the students had not repeated a grade; the majority were passing most or all of their subjects; the majority had little or no meaningful extracurricular involvement in the school program; the vast majority had never been transferred as a means of improving school adjustment; transferring students was somewhat effective in about half of the transferred cases; a majority of the students were ranked in the bottom three stanines with respect to reading and mathematics achievement; approximately 40% were ranked in the bottom three stanines with respect to academic aptitude; the behavior of about half had improved greatly; and the majority of the students were in grades 7-9. Appendixes provide: Summary of Student Information File; Frequency of Responses Grouped by Grade Level, Race, and Sex; Questionnaire Cover Letter; and Student Suspension Questionnaire. (For related document, see TM003 250.) (DB)

ED 083 287

Binkley, Ed And Others

Student Suspension Questionnaire. Appendix D.

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Pub Date Dec 72

Note—3p.

Available from—Not available separately; see TM 003 249

Document Not Available from EDRS.

Descriptors—Data Collection, Intermediate Grades, Kindergarten, Primary Grades, *Questionnaires, Secondary Grades, *Student Behavior, *Student Characteristics, *Suspension

Identifiers—Nashville Metropolitan Public Schools, *Student Suspension Questionnaire

The 17-item questionnaire used in a survey of Nashville Metropolitan Public Schools to ascertain selected characteristics of suspended students is provided. The questionnaire is directed to principals or others designated by principals. (DB)

ED 083 288

Johnson, Larry

Reorganized Junior High Program: An Evaluation 1971-72. A Title III, ESEA Project.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-13

Pub Date Sep 72

Note—73p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Effectiveness, *Counselor Role, Evaluation Techniques, Intermediate Grades, Junior High Schools, *Program Evaluation, *Student Attitudes, Student Evaluation, Student School Relationship, *Teacher Attitudes, Technical Reports

Identifiers—*Minneapolis Public Schools

The evaluation of the first year of the ESEA Title III Reorganized Junior High Program at Jordan and Marshall University Junior High Schools is reported. The product objectives of the program were: (1) increased counselor effectiveness, (2) positive student attitude towards teachers, counselors, and school, and (3) increased parent and student involvement in school. Activities, or process objectives, for the attainment of the product objectives were: workshops, classroom visits, coordination of support services, meeting between counselors and teachers, and information dissemination regarding activities. The counselors and the program were evaluated by the teachers, and student perceptions of the counselor, student attitudes toward school and teachers, and parent and student involvement were obtained. Results of the study showed that teacher opinions of counselor effectiveness were much better than they were the previous year; students at Jordan had somewhat less favorable attitudes toward their counselors and the counseling relationship than did students the previous year; at Marshall University school, more teacher-counselor contacts and more favorable ratings of counselor effectiveness were reported by team teachers than by non-team teachers or by teachers the previous year; team students had more positive attitudes toward school and had more input into class decisions. An appendix provides new student evaluation forms. (For related document, see TM 003 252.) (DB)

ED 083 289

Johnson, Larry

New Student Evaluation Forms: Pupil Achievement Report, Pupil Report for Team Classes Grade 7, Pupil Report for Team Classes Grade 8. Appendix A.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-13

Pub Date Sep 72

Note—7p.; DIR-1

Available from—Not available separately; see TM 003 251

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Behavior Patterns, Intermediate Grades, *Junior High School Students, *Report Cards, *Student Evaluation

Identifiers—*Minneapolis Public Schools

Evaluation forms used to determine the skills and knowledge as well as behavior patterns of students in Jordan Junior High School and Marshall-University High School, both in Minneapolis, are provided. (For related document, see TM 003 251.) (DB)

TM 003 250

TM 003 251

ED 083 290

Johnson, Larry

Minneapolis IPI Mathematics Project 1971-72:

Third Year Evaluation. A Title I, ESEA Project.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-21

Pub Date Nov 72

Note—61p.; DIR-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Comparative Analysis, Elementary Grades, *Evaluation Techniques, *Individualized Instruction, *Mathematics Instruction, *Program Evaluation, Student Attitudes, *Student Testing, Tables (Data), Teacher Attitudes, Technical Reports

Identifiers—*Minneapolis Public Schools

The evaluation of the third year of the Individually Prescribed Instruction (IPI) mathematics project at the Hall School in Minneapolis (grades 1-6) is discussed, and results for the three years are summarized. The process evaluation during the third year concentrated on three areas: group instructional methods, instructional materials other than the Standard Teaching Sequence booklets, and prescription practices. To determine whether the IPI project was successful in raising the median raw scores on overall mathematics achievement, the basic evaluation techniques used during the third year were a standardized achievement test, a semantic differential attitude scale, a locally developed arithmetic basic skills test, a record of student progress in the IPI continuum, and teacher interviews. Students in grades 4-6 in two other Title I elementary schools were used as a comparison population. The evaluation data are tabulated and discussed. Results of the study showed that Hall students continued to make progress during the third year. Students in grades 3 and 4, who had had most of their formal math instruction with IPI, had higher percentile ranks than students in grades 5 and 6. Process evaluation of instructional activities indicated differences between classrooms in use of group instruction, variety of instructional materials, and prescription practices. Reactions of the teachers emphasized the value of the individualized approach for student achievement and attitude. Fourth and fifth grade students at Hall had a more positive attitude toward math than did students at the two comparison schools. Appendixes provide Basic Operational Skills Test for Grades Four and Six and The Semantic Differential Scale Used with IPI in 1971-72. (DB)

ED 083 291

Walton, Wesley W. And Others

Selection of Exemplary Educational Products.

Panel Review of Products, 1972-1973.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—PR-73-11

Pub Date Apr 73

Contract—OEC-72-4450

Note—135p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Comparative Analysis, *Evaluation Criteria, *Evaluation Techniques, *Information Dissemination, *Instructional Materials, Media Selection, Resource Guides, *Summative Evaluation

Identifiers—*Panel Review of Products, PROP

The 1972-1973 Panel Review of Products (PROP) was conducted to gather descriptive and evaluative information needed to help in developing dissemination plans for selected educational products. The PROP was conducted on a pool of 90 educational products. This volume describes in detail the procedures followed in product review by the panel. The sections of the volume are: (1) Perspectives on Panel Review of Educational Products; (2) Appointment of the 1972-1973 Panel for Review of Products; (3) Composition of the Initial Pool for Product Review; (4) Collection and Organization of Information on Products in the Pool; (5) Development and Refinement of Selection Criteria; (6) Panel Procedures in the Initial Stages of Product Review; (7) Panel Procedures in the Final Stages of Product Selection; (8) Summary of Panel Selections and Product-Related Actions; and (9) Recommendations for Future Dissemination Focused Evaluation. Appendixes provide: Official Product Pool; Product Classification Categories;

TM 003 253

TM 003 256

Classified Tabulation of Products; Guidelines for Preparing Product Evaluation Precise; Dossier Cover Sheet; PROP Action Form; and Request for Precise Review and Approval. (DB)

ED 083 292 TM 003 257

Walton, Wesley W. And Others
Dissemination Recommendations on and Descriptions of Exemplary Products. Panel Review of Products (PROP), 1972-1973.

Educational Testing Service, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 73

Contract—OEC-72-4450

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, Early Childhood Education, Elementary Grades, Evaluation Techniques, Geography, Home Programs, *Information Dissemination, *Instructional Materials, Mathematics Instruction, *Media Selection, Mentally Handicapped, Preschool Education, Professional Education, *Program Descriptions, Reading Instruction, Secondary Grades, *Summative Evaluation, Teacher Evaluation, Tests, Vocational Education

Identifiers—*Panel Review of Products, PROP

The 23 products selected in the Panel Review of Products (PROP) in 1972-1973 and the dissemination recommendations made are discussed, and product descriptions are provided. The product descriptions present information as to what each product is, what it does, and whom it is designed to serve. Emphasis is given to evaluation evidence on effectiveness, to information on demonstrated benefits, to both dollar and non-dollar costs and economies, and to the developer's dissemination efforts. Also included are summaries on considerations related to installation and use. The products are: Oral Language Program; Social Education Program; Development of Materials for a One-Year Course in African Music for the General Undergraduate Student; Instruments and Procedures for Describing Effective Teaching Behavior; Cluster Concept Program; Individually Prescribed Instruction/Mathematics; Sullivan Reading Program; Home-Oriented Childhood Education Program for Rural America; Elementary School Evaluation KIT: Needs Assessment; CSE-ECRC Preschool/Kindergarten Test Evaluations; CSE Elementary School Test Evaluations; Perceptual Skills Curriculum; Sourcebook of Elementary Curricula, Programs and Projects, ALERT; Educational Information Consultant; Determining Instructional Purposes; Early Childhood Information Unit; American Government Information Unit; Intensive Training Curriculum for the Education of Young Educable Mentally Retarded Children; Project Management II: Basic Principles and Techniques of Project Management; Higher-Order Cognitive, Affective, and Interpersonal Skills; Evaluation Workshop I: An Orientation; Pacemaker Games Program; and Geography Curriculum Project. (DB)

ED 083 293 TM 003 258

Multiplication and Division, Mixed Operations.
Mathematics Evaluation Materials Package Project.

Ontario Inst. for Studies in Education, Toronto.
Pub Date 73

Note—149p; Curriculum Series 17

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Curriculum Design, Curriculum Guides, Elementary Grades, Evaluation Methods, *Instructional Materials, *Mathematics Instruction, Resource Materials, *Student Evaluation, *Teaching Guides

Identifiers—*Mathematics Evaluation Materials Package

The Mathematics Evaluation Materials Package (MEMP) is a set of objectives and companion test items for mathematics education in Grades 4 to 6. Included in this booklet are some companion items for objectives that are commonly used in the teaching of multiplication and division in Grades 4 to 6 in Ontario Schools. The first section of the booklet contains instructional objectives with companion items, and the second section contains answers and answer sheets. (DB)

ED 083 294 TM 003 259

Lay, Margaret Z. Meyer, William J.
Teacher/Child Behaviors in an Open Environment Day Care Program. Final Report.

Syracuse Univ., N.Y. Children's Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Pub Date 1 Jun 73

Grant—OEG-2-2-28005

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, Comparative Statistics, *Day Care Programs, *Early Childhood Education, Graphs, *Observation, *Statistical Analysis, Technical Reports

A limited set of behaviors of three-, four-, and five-year-old children were observed in a day-care program designed to permit the children a maximum of freedom for environmental encounters. The sample consists of 20 children with day-care experience dating back to infancy and a group of 20 children (a contrast group) without prior day-care experience. Two categories of observed behaviors are reported: (1) the children's use of three major activity areas, and (2) social interactions. The data indicate that differential use of the areas is a function of both prior experience and sex, and that the dating back to infancy children emit more positive social behaviors than the contrast group. Attempts to show relationships between the observed behaviors and IQ indicated no correlations. A series of 48 serial correlations were run using individual children. These analyses showed variation among the behaviors in the degree to which entering behavior influences later behavior. Serial correlation patterns were not apparently influenced by age, sex, or entering intellectual ability. (Author)

ED 083 295 TM 003 260

Rabideau, Gerald F. Young, Paul B.

Validation of a Task Analysis Methodology Applied to Long-Haul Truck Driver Behaviour.

Note—39p.; National Research Council (Canada)

Operating Grant No. A 8529

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Data Analysis, *Evaluation Criteria, Motor Vehicles, Research Methodology, *Task Analysis, Technical Reports, *Validity

Identifiers—Long Haul Truck Driver

An analytical method for defining and describing the behavioral elements of those tasks that are inherent in the operation of large cargo trucks for mission durations ranging from four to eight hours was developed and validated in this study. The preliminary analysis of task elements was subjected to validation by several means: structured checklists and interviews with veteran truck drivers, en route observations, and activity analyses vis a vis such personnel, and by elicitation of driving "critical incident" reports. From the task data base, certain tasks were selected on the basis of their estimated (1) criticality to operational safety, (2) susceptibility to degradation as a function mission duration, and (3) "predictability," or the inverse of the proportion of occurrences that a given task is performed on a contingency or emergency basis. (Author/DB)

ED 083 296 TM 003 261

Gupta, Ram K. Mohan, Madan

Physical Environment in Relation to Creativity and Intelligence.

Pub Date May 72

Note—11p.; Paper presented at Learned Societies' Conference (Montreal, Canada, May 29-31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, *Creativity Research, Grade 5, *Intelligence Factors, *Physical Environment, *Questionnaires, Speeches, *Student Evaluation, Technical Reports

Identifiers—Canada, *Lorge Thorndike Intelligence Test

Research was performed to determine whether: (1) highly creative subjects would obtain higher scores on tests of creativity in an enriched environment, (2) subjects who are poor in creativity will not obtain higher scores because of low perceptual curiosity, and (3) high- and low-intelligence subjects would score equally well on creativity. The population for the research con-

sisted of grade five students. These students answered a peer nomination questionnaire and the Canadian Lorge Thorndike Intelligence Test, Form 1, Level C. Their teacher also completed the teacher nomination questionnaire. On the basis of these measures, 64 subjects were selected. The results are tabulated and discussed. The most important of the educational implications of the findings is that both low- and high-creative subjects are able to utilize appropriate cues from the physical environment while answering Torrance Tests of Creativity, demonstrating the value of enriched and varied environment. The same does not apply to above and below average IQ groups of subjects. Appendixes provide the Peer Nomination Questionnaire and the Teacher Nomination Questionnaire. (DB)

ED 083 297 TM 003 262

Mend, Michael R.

The Career Construct: An Extension of Kuhn's Twenty Statements Test.

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, *College Students, Higher Education, Hypothesis Testing, *Self Concept Tests, Sex Differences, *Social Psychology, *Student Attitudes

Identifiers—*Career Construct

The Career Construct (CC) is a free-response instrument patterned after Kuhn's TST. It is introduced as a tool appropriate to the investigation of some symbolic interactionist questions focusing on the temporal and processual features of actor's courses of action. The main features of the CC are: (1) a free-response listing of 10 anticipated future life events; (2) Likert type items tapping respondent's attitudes toward each listed event along six different dimensions; and (3) four measures of CC "configurational patterns" (i.e., perceptions of conflict, complementarity, and means-ends relationships among listed events; and an importance ranking of events). A working hypothesis is inferred from Blumer's discussion of constructed actions: respondent's attitudes toward any given CC event will vary with that event's configurational locus in the CC. An exploratory analysis of this hypothesis, using CC protocols produced by 295 college students, is presented. It shows moderate to strong relationships between configurational locus of "graduation from college" on the one hand and subjective certainty of graduation on the other. It also shows that while control for sex does not affect the relationship involving the configurational factor of "conflict," there is a strong interaction effect for the relationship involving "complementarity." Complementarity does not influence subjective certainty of graduation for men, but for women, subjective certainty of graduation is increased when that is seen as complementary with other CC events. (Author/DB)

ED 083 298 TM 003 263

Woodson, M. I. Charles E.

Classical Test Theory and Criterion-Referenced Scales.

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Criterion Referenced Tests, *Item Analysis, *Statistics, Technical Reports, *Test Construction, Test Reliability, Test Validity

Identifiers—Classical Test Theory

The item (difficulty and discrimination) and test (reliability and validity) statistics in classical test theory are highly dependent upon the calibration sample of individuals used. The estimates of item and test parameters in classical test theory is valid within a range of interest along the characteristic measured. Generally, this range of interest is the distribution of the characteristic in some population, and the calibration sample used is intended to be a random sample from that population. In such populations, the extremes usually are poorly represented, and the parameter estimates are relatively poor at these extremes. For criterion-referenced scales, the range of interest is defined by a range of the characteristic rather than the distribution of that characteristic in some population. The calibration sample must be representative of that range of interest. When the range of interest is appropriately defined, an appropriate calibration sample may be selected, and classical test theory applies directly to criterion-referenced scales. (Author/DB)

ED 083 299 TM 003 264

Hohn, Robert L.

Effectiveness of Innovations in the Teaching of Psychology: A Critique.

Note—19p.; Paper presented at annual convention of American Psychological Association (81st, Montreal, Canada)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Criteria, *Evaluation Needs, Higher Education, *Instructional Innovation, Literature Reviews, *Psychology, Speeches, *Teaching Quality

Four deficiencies that exist in the research literature that must be remedied before more conclusive answers about the effects of innovations in the teaching of psychology are examined. These deficiencies are: (1) failure to accurately describe teacher and learner behaviors involved in experimental and control treatments; (2) failure to investigate individual differences within the experimental samples employed; (3) failure to determine, select and employ appropriate measures of educational outcomes; and (4) failure to include cost-benefit consideration in evaluating outcomes. (Author/DB)

ED 083 300 TM 003 265

Zullo, Thomas G.

Principal Components Analyses of Predictor Variables in Dental Education.

Pub Date 73

Note—20p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Componential Analysis, *Dental Schools, *Factor Analysis, Higher Education, *Predictor Variables, Speeches, Student Evaluation, Technical Reports

Identifiers—Dental Aptitude Test Battery

This study was undertaken to determine the degree of factorial invariance that exists in a battery of predictor variables commonly used in the selection of applicants for dental school. The following variables were used in the analyses performed: 13 subscores from the Dental Aptitude Test Battery, Overall GPA, Required Courses GPA, years of undergraduate education, and a derived composite score. Principal components analysis was performed on the data for three separate classes. With relative consistency, the same three factors appeared in each of the analyses, and were labeled as follows: Science Aptitude, Prior Achievement, Manual Aptitude, and General Ability. (Author)

ED 083 301 TM 003 266

Semb, George

Research Strategies in Higher Education.

Kansas Univ., Lawrence. Dept. of Human Development.

Pub Date Aug 73

Note—20p.; Paper presented at annual convention of American Psychological Association (Quebec, Canada, August 1973)

Available from—George Semb, Department of Human Development, University of Kansas, Lawrence, Kansas 66044

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, College Teachers, *Effective Teaching, *Evaluation Criteria, Higher Education, *Research Methodology, Speeches, *Teacher Evaluation, Testing

The present paper outlines two alternative strategies for evaluating teaching effectiveness. These are: (1) within-subject reversal designs, and (2) multiple baseline testing procedures. Each design is discussed in terms of its application to research problems in higher education. In reversal designs, the student is exposed to different teaching procedures during successive phases of a course. Changes in performance between treatments are analyzed, either on the basis of group averages or in terms of individual performances. The reversal design becomes even more powerful if a second group of students goes through the treatments in opposite order, thus counterbalancing the two groups for possible changes in difficulty across conditions. In the multiple baseline testing procedure, students are given a comprehensive examination before instruction begins, and at the end of each successive phase of the course. This allows the instructor to demonstrate that changes in performance

are functionally related to specific teaching procedures introduced during each phase. Furthermore, it provides a continuous baseline measure over material that has been trained. Percentage gains over baseline levels can be used to measure differential effects of different teaching procedures. Similar to the reversal design, the multiple baseline design allows the researcher to make statements about the effects of each procedure on individual students. (Author/DB)

ED 083 302

TM 003 267

Heidgerd, Lloyd H. Rayder, Nicholas F.

BSCS Biology—Its Lasting Effects.

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biological Sciences, College Students, *Comparative Analysis, *Curriculum Evaluation, Higher Education, High School Curriculum, Longitudinal Studies, *Retention Studies, Secondary Grades, Statistical Analysis, *Student Testing, Technical Reports, Test Results

Identifiers—*Biological Sciences Curriculum Study

Five groups of college students, each of which had undergone a different high school biology experience, were tested with the Biological Sciences Curriculum Study (BSCS) Comprehensive Final Examination to obtain data on the lasting effects of the BSCS biology courses. The analysis of variance approach indicated highly significant differences among the five groups. However, examination of the five means shows that the differences are not great enough to have clear educational meaning. The predicted scores raise questions about the effectiveness of either the BSCS courses, the BSCS examination, or both. (Author)

ED 083 303

TM 003 268

A Statistical Study of Wastage at School. Studies and Surveys in Comparative Education Series.

International Bureau of Education, Geneva (Switzerland); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—A-2949

Pub Date 72

Note—122p.

Available from—UNESCO, Place de Fontenay, Paris 7e, France (U.S. \$4.00, 1.35 pounds; 18 francs)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bibliographies, Case Studies (Education), Data Analysis, *Dropouts, Educational Problems, Educational Research, Elementary Grades, *Evaluation Techniques, *Grade Repetition, International Programs, *Program Evaluation, Secondary Grades, Statistical Data, *Statistical Studies, Tables (Data)

Identifiers—*Educational Wastage

A series of methods and techniques for measuring educational wastage are presented step-by-step. Some considerations on the conceptual framework of this problem in statistical terms are presented, and tentative definitions for certain terms are also given. Examples taken from published material and recent surveys showing the extent of grade repetition are included. Data on dropouts are not given. The main approaches to the study of wastage are reviewed, and the computational steps for evaluating educational wastage through the "reconstructed cohort" method are demonstrated in very simple terms. The basic principles and methodology as applied to a case study of Colombia are developed, and a comparative urban/rural analysis is made with a view to demonstrating the differential measurement of the components of educational wastage as compared with the national aggregate. Observations and suggestions on research to be carried out following the 32nd session of the International Conference on Education are made. Appendices provide (1) selected list of studies and publications, and (2) three case studies (Dahomey, India, and Morocco). (Author/DB)

ED 083 304

TM 003 269

Grosky, Jeffery N. And Others

Guidelines "PEP," Peer Evaluation Program. A Systematic Approach for Evaluating Educational Programs, 1973-1974.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Pub Date Aug 73

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Accountability, Educational Administration, *Evaluation Techniques, Formative Evaluation, Guides, *Instructional Improvement, Intermediate Administrative Units, Intervention, *Peer Relationship, *Program Evaluation, *Self Evaluation, Special Education, Systems Analysis

Identifiers—*Peer Evaluation Program, PEP

The Peer Evaluation Program (PEP) has been instituted by the Division of Special Education, Pennsylvania State Department of Education, to allow intermediate units an opportunity to continuously improve their programs. The advantages of the PEP system are: (1) it is a self-improvement system of program development; (2) PEP allows local autonomy as to what changes are to occur; (3) PEP builds into the evaluation structure a deliberate mechanism for the change process and for implementing strategies derived; (4) feedback is meant to be formatively specific rather than descriptively general; (5) PEP serves valuable in-service and consultation function; (6) there is participation of all staff members at the local level; and (7) many changes can be identified that require no increase in resources. General procedures of the program are outlined; these relate to: Pre-Visit Preparations (internal evaluation, selection of evaluators, requested time lines, in-service programs, internal reports, and selection of evaluation team members); Arrangement for On-site Visits; On-site Visits (arrival, procedures, and post-visit feedback); Change Mechanism for Implementing Recommendations (local team, final disposition of "change strategies," implementation and monitoring of board resolutions). The most important single component of the PEP is the selection of the evaluation team; criteria for selecting the members are provided. Two evaluation forms are included: "Teacher Input for Self Evaluation" and "Criteria for Use in Both Self- and Peer-Evaluations." A flowchart of the PEP is provided. (DB)

ED 083 305

TM 003 270

Geer, James H.

The Effect of Being Able to Control Aversive Stimuli.

State Univ. of New York Research Foundation, Albany.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-0-0467

Pub Date Sep 73

Grant—OEG-2-70-0041

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, College Students, Hypothesis Testing, *Prediction, *Predictor Variables, Psychological Studies, *Research Methodology, *Stimulus Behavior, Technical Reports

Identifiers—*Aversive Stimuli

Research was conducted to investigate the phenomena associated with an individual's having perceived control or actual control over aversive stimuli. In all, 10 studies were conducted, 7 of which were directly relevant to investigating variables affecting perceived or actual control, and 3 being "spin-off" experiments. The seven studies tested the following hypotheses: the effects of control cannot be accounted for strictly by the fact that when one has control he also often is able to predict; that increased amounts of prior no-control would interfere with subsequent effects of gain or control; that unpredictable events elicited more autonomic activity than predictable events; that differing degrees of no-control would have different effects upon the control phenomena; the effect of control and/or no control prior to either control or no control and the effect of predictability; that subjects could be misled as to whether or not they had control and that their perception was an important variable in the effect of control; and that subjects would more frequently elect to control under conditions that had increased control. The three spin-off studies were concerned with modeling. The methods used to evaluate the hypotheses were varied, and each involved an experiment manipulation to induce the condition under study. Results of the studies showed that: being able to predict or control aversive stimuli reduces the negative effects; prior experience with control has the effect of modifying subsequent experience; the phenomena apply to those situations in which others are the recipients of the aversive stimuli; and to affect

the phenomena, powerful variables must be employed as the control phenomena are robust. (DB)

ED 083 306 TM 003 271

Offenberg, Robert M. Wolowec, Wolodimir
Title VII Bilingual Project, Let's Be Amigos: Evaluation of the Third Year, 1971-1972.

Philadelphia School District, Pa.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date Jan 73

Grant—OEG-09-480-089-5303

Note—186p.

EDRS Price MF-\$0.65 HC-\$5.58

Descriptors—*Bilingual Education, Elementary Grades, English (Second Language), *Formative Evaluation, Intermediate Grades, Interviews, Preschool Education, *Program Evaluation, Questionnaires, Secondary Grades, *Spanish Speaking, Student Testing, *Summative Evaluation, Tables (Data), Teacher Attitudes, Test Results

Identifiers—*Project Lets Be Amigos

The 12 studies that constituted the 1971-1972 evaluation of the Let's Be Amigos program are presented together with the evaluation findings. The three components of the Bilingual Program, serving 1,813 students by the end of the third year, were the Model A program (prekindergarten to grade 3) with teams of English- and Spanish-speaking teachers working with the students; the Model B program (grades 1 and 2) in which teachers worked with students who were dominant in the teacher's mother tongue; and the ARBIBA program (elementary, junior high, and senior high schools) serving primarily Latino pupils who could benefit from instruction in their mother tongue. The evaluation studies were categorized as to Process Evaluation Studies (four studies) and Product Evaluation Studies (eight studies). The Process Evaluation Studies were: General Process Evaluation of the Third Year of the Bilingual Program; Perceptions of Principals, Teachers, and Parents Regarding the Bilingual Program; Curriculum Development, Distribution, and Tryout in the ARBIBA Program; and Follow-up of Elementary-Level ARBIBA Pupils Who Moved into Regular English Language Classes. The Product Evaluation Studies were: Log of Pupil Performance in the Model A and Model B Programs; Criterion-Referent Testing of Second- and Third-Grade Arithmetic Skills in the Model School Program; Exploratory Testing of ARBIBA Junior High School Students; and Replication of Findings Assessing the ARBIBA Component's Impact on Elementary School Pupils' Attendance and High School Pupils' Dropout Rate. (DB)

ED 083 307 TM 003 272

Shapiro, Edna

Reassessing the Criteria of Competence in School.

Pub Date Aug 73

Note—12p.; Paper presented at symposium of annual meeting of American Psychological Association (Montreal, Quebec, Canada, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developmental Psychology, *Evaluation Criteria, Primary Grades, *Situational Tests, Speeches, *Student Evaluation, *Task Performance, Technical Reports

The definitions and usages of the concept of competence are reviewed, and, using two different studies as illustrations, two kinds of contextual factors that are crucial to any attempt to describe, analyze, or assess children's competence in school are discussed. The two kinds of contextual factors are situational factors and task-specific variables. (DB)

ED 083 308 TM 003 273

Vroom, Victor H.

A Multi-Dimensional Measure of Leader Behavior. Yale Univ., New Haven, Conn. Dept. of Administrative Sciences.

Spons Agency—Office of Naval Research, Arlington, Va.

Report No.—AD-763-441; TR-4

Pub Date 21 May 73

Note—25p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-763 441, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Behavior Rating Scales, Factor Analysis, *Leadership, Mathematical Models, *Measurement Instruments, Technical Reports, *Tests

The usefulness of the sets of cases developed in a previous technical report are examined as potential tests of leadership. Each set of cases generates, from a single subject, a number of scores which can be logically derived and which have substantial face validity. The intercorrelations among the scores, their split half reliability, and the correlations of scores with other measures of leadership behavior are examined, and conclusions are drawn concerning the use of such tests in leadership assessment. (Author)

ED 083 309 TM 003 274

Goldhor, Herbert

The Use of Late Respondents to Estimate the Nature of Non-Respondents.

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Analysis, *Data Collection, *Predictive Validity, *Surveys, Technical Reports

A study was made to compare early respondents with late respondents and with non-respondents, using data collected from a study of 1,186 adult borrowers of two public libraries. Usable information was collected from 718 respondents either by one or more telephone calls or by a postcard sent first or when there was no answer by telephone. The collected data were used to determine whether the differences between the first and second waves of respondents would have predicted correctly the known distribution of the non-respondents. Results of the study showed that the direction of change between the first and second waves does not usually predict correctly even the direction of difference between the second wave and the non-respondents, and the differences between the predicted and observed distributions of the non-respondents are often significantly greater than what would be expected by chance alone. Differences between early and late respondents cannot be relied on to predict correctly the nature of the non-respondents. (DB)

ED 083 310 TM 003 275

Jackson, Steve Klinger, Ron

Cross Cultural Attitude Inventory [and] Test Manual.

Education Service Center Region 13, Austin, Tex.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anglo Americans, *Attitude Tests, *Cultural Factors, Elementary School Students, Ethnic Groups, *Language Role, Manuals, Mexican Americans, Preschool Tests, Scoring, Secondary School Students, *Student Testing, *Test Construction, Tests

Identifiers—*Cross Cultural Attitude Inventory

The Cross-Cultural Attitude Inventory provides a means for measuring the degree of positive or negative feeling which Mexican-American and Anglo students (ages 3 to 18) have for the two cultures. Present test validity is based on face validity and the rationale behind the item selection and construction procedures. The inventory also provides a springboard from which other ideas may come. The inventory is comprised of 24 test items that relate to language, facial characteristics, foods, games, clothing, sports, and flags. The use of five faces beneath each item seems to work well with children in a wide range of age, sex, and ethnic categories. The test provides a score based on an equal number of items representative of each culture. It is a relatively quick instrument to administer (20-30 minutes), and is easy for both test administrator and subjects to understand. The age range of subjects who can be expected to understand and relate to the test is from 3 to 12 years, although older subjects have been used; the test should be administered individually to those of junior-high age or older. Administration of the test is discussed as to time considerations, physical facilities, materials, language considerations, special considerations by age group, and instructions to students (ages 3 through 8 and ages 9 and above) and terms to be used for test items. The test is scored by assigning a value of 1 to 5. A copy of the Test Data Recording Form is provided. (Author/DB)

ED 083 311 TM 003 303

Jefferson Junior High Pocket School and Positive Peer Culture: An Evaluation.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-62

Pub Date Nov 72

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Failure, Behavior Problems, *Core Courses, *Curriculum Evaluation, Curriculum Problems, Experimental Curriculum, Group Counseling, Intermediate Grades, *Junior High Schools, *Peer Groups, Problem Solving, *Program Attitudes, Questionnaires

This specialized curriculum at a Minneapolis junior high school was designed for students having considerable academic and behavioral difficulty. The curriculum emphasizes personalized help and team work with peers. The academic part of the program, the Pocket School, emphasizes English, social studies, and math. The second part of the program, the Positive Peer Culture, involves group sessions in which a group leader and a few students meet to discuss students' personal problems and ways of solving them. Questionnaires and interviews were used to obtain information from administrative staff, faculty and students for evaluation of the program. None of the 22 students in the peer group wanted to continue with the group for the coming year. About half wanted to continue with the Pocket School. About 60 percent of the faculty thought that the Pocket School should or could be continued if modifications were made. A similar percentage thought that the peer group could be continued with changes. It was apparent that the leaders and the faculty of the peer group did not share a common philosophy. Evaluators raised questions about the adequacy of training for teachers in the Pocket School and for group leaders. Recommendations, if the program is to continue, include: a written statement of goals; formulations of a common philosophy; appointment of a director for the program; keeping the program entirely at one facility; and complete administrative support for the program. The questionnaires are appended. (Author/KM)

ED 083 312 TM 003 304

Neset, Bonna C. Faunce, R. W.

Reactions to the Minneapolis Vocational Adjustment Coordinators' Program, March 1972.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Pub Date May 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Feedback, *Handicapped Students, Program Attitudes, *Program Evaluation, *Program Improvement, Referral, *Rehabilitation Counseling, Secondary Grades, Vocational Counseling, *Vocational Rehabilitation

Vocational Adjustment Coordinators (VAC's) are counselors employed in a cooperative program between the Minneapolis Public Schools and the State Division of Vocational Rehabilitation. The program provides rehabilitation services to physically, mentally, emotionally, and behaviorally handicapped students. This study was conducted to obtain opinions about and recommendations for the VAC program from school personnel who had used these services. Questionnaires were distributed by guidance department chairmen in secondary schools. The return rate was 92%, but a number of respondents had never made referrals. These responses were analyzed separately. Of the users, 97% had made referrals this year. Regular weekly visits by the VAC were the most usual method of contact, and most people found him easily accessible when needed. Only about 1/3 of the respondents thought all handicapped students who should be getting help were getting it. Students response was thought to be positive, and there was general agreement with the vocational plans worked out by the VAC. Feedback was a problem for some. It was recommended that better information about eligibility requirements be provided at both junior and senior high levels, that feedback be improved after a student's rehabilitation program has been implemented, that referral be simplified, that students and parents be better informed, and that instructions for screening be given to all school personnel. (Author/KM)

ED 083 313

TM 003 305

Rosen, Pamela, Ed.

Test Collection Bulletin, Vol. 7, No. 4.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-Vol-7-No-4

Pub Date Oct 73

Note—22p.

Available from—Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, \$2.50 foreign)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Aptitude Tests, Attitude Tests, Bulletins, Personality Tests, Preschool Education, *Preschool Tests, Primary Grades, Publications, *Reference Materials, *Resource Guides, *Tests

Identifiers—Project Head Start

In this Test Collection Bulletin, annotated listings are provided of tests that have been acquired by Educational Testing Service, of tests that have been announced, of test reviews, and of new references. The test acquisitions are categorized as to type of test, as follows: Achievement; Aptitude; Personality Interests, Attitudes, and Opinions; and Miscellaneous, Sensory-motor, Unidentified. Tests that are included in a special Head Start Test Collection are identified with a symbol. In addition, tests that are no longer available are listed; scoring services and systems are cited; notes relating to tests and testing programs are provided; addresses of publishers and organizations whose materials and services are mentioned in this bulletin are given; and an index to Volume 7 is included. The final page of the bulletin provides subscription information relative to the Test Collection Bulletin. (DB)

ED 083 314

TM 003 306

Ramsey-Klee, Diane M. Richman, Vivian

Cross Validation and Generalization of a Content Analysis of the Narrative Sections of Navy Performance Evaluation for Senior Enlisted Personnel.

R-K Research and System Design, Malibu, Calif. Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-1-73

Pub Date Apr 73

Note—283p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Content Analysis, Enlisted Men, Evaluation Criteria, Evaluation Techniques, *Personnel Evaluation, *Reliability, Technical Reports, *Validity

Identifiers—United States Navy

In an earlier pilot study of the narrative sections of Navy performance evaluations for senior enlisted personnel in pay grade E-7, it was determined by content analytic techniques that it is possible to differentiate between the performance of typical and superlative chief petty officers based on the narrative content of Evaluation Reports. A second study attempted to cross validate the pilot study results on new Evaluation Reports for senior enlisted men in the same two occupational ratings (AT's and BT's) represented in the pilot study sample and to extend the content analysis to two different occupational ratings (CS's and RM's) in order to test the generalizability of the content analytic techniques developed earlier. As a further refinement, the cross validation and generalization samples were analyzed without any knowledge of the rater's relative position in the upper half of the marking scale on Performance of Duty (the criterion variable). A reliability study was also conducted whose objectives were twofold: (1) to determine the level of agreement among four individuals all of whom independently would perform a content analysis of the same corpus of 48 Evaluation Reports, and (2) to investigate if nonresearchers could be trained successfully to apply the complex content analysis methodology developed in the pilot study. This report presents detailed evidence that the pilot study findings essentially were extendible to the blind cross validation sample consisting of the same two ratings and also were generalizable to two different occupational ratings. Despite the initial expectation that it would be extremely difficult to train nonresearch-oriented individuals to consistently index the narrative sections of Evaluation Reports, the surprising result in the reliability study was that in only six training sessions a quite respectable level of agreement was achieved. (Author)

ED 083 315

TM 003 307

Clark, Sara H.

Basic Skill Centers of Minneapolis, 1971-72.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-25

Pub Date Dec 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Elementary Grades, Multimedia Instruction, Parent Attitudes, Program Evaluation, *Questionnaires, Reading Improvement, *Reading Tests, *Remedial Reading Programs, Student Attitudes, *Student Testing, Tables (Data), Teacher Attitudes

Identifiers—*Basic Skill Centers, Gates MacGinitie Reading Tests, Minneapolis, Stanford Achievement Test

Two Basic Skill Centers were set up in Minneapolis in 1969 to help inner-city students improve their reading skills. This report covers the fourth year's operation of the project. The goals of the program include remediation of subskill weaknesses, achievement of functional reading levels, and raising the rate of reading growth of children in Target Area schools, who were one or more years below grade level in reading. Individualized instruction was provided for 675 students from grades 3-7, using a multimedia approach that included Talking Typewriters, Language Masters, Talking Pages, and other devices. The students make grade equivalent gains well above those expected, as measured by the Gates-MacGinitie and Stanford Primary Achievement tests. The test results are tabulated. Parent, teacher, and student questionnaires, copies of which are provided, used to ascertain their attitudes towards the Basic Skill Centers. The answers obtained are tabulated. The centers were viewed very favorably by all three groups of respondents. (Author/DB)

ED 083 316

TM 003 308

Brown, Alberta And Others

Pyramids' Reading Program Project Directors' Report, 1971-72.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-71-52

Pub Date Dec 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educationally Disadvantaged, Elementary Grades, *Inservice Teacher Education, Instructional Materials, *Material Development, Program Descriptions, *Program Evaluation, *Remedial Reading Programs

Identifiers—Minneapolis, *Pyramids Reading Program

The Pyramids' Reading Program, with the Instructional Materials Center (IMC) and the Combine Component, operates in Minneapolis public and parochial Target Area elementary schools to help improve the reading skills of educationally disadvantaged children. The IMC writes, produces, and distributes the reading material used in the program, and the Combine Component trains selected classroom teachers for reading leadership roles. The personnel, training, objectives and results, and recommendations of the Primary Reading Program, Intermediate Reading Program, and Instructional Materials Center are discussed. An appendix provides The Pyramids' Intermediate Reading Programs Report—Basic Needs of Students, Suggested Guidelines for the Intermediate Reading Classroom Program, and Suggested Guidelines for the Intermediate Basic Skills Center Reading Program. Formal evaluations are printed separately. (DB)

ED 083 317

TM 003 314

Ferguson, Richard L. Novich, Melvin R.

Implementation of a Bayesian System for Decision Analysis in a Program of Individually Prescribed Instruction.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—ACT-RR-60

Pub Date Sep 73

Grant—OEG-0-72-0711

Note—16p.

Available from—Publications Division, The American College Testing Program, P. O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bayesian Statistics, *Computer Assisted Instruction, *Decision Making, *Individualized Instruction, Mathematics Instruction

Identifiers—*Individually Prescribed Instruction

The decision process required for Individually Prescribed Instruction (IPI), an adaptive instructional program developed at the University of Pittsburgh, is described. In IPI, short tests are used to determine the level of proficiency of each student in precisely defined learning objectives. The output of these tests is used to guide instructional planning for individual students. The nature and effect of errors in proficiency decisions are described and a procedure for reducing the probability of such errors is proposed. The plan calls for a Bayesian procedure which would incorporate prior information on the instructional program, for example the distribution of the percentage of items answered correctly by students. Such a procedure would permit inferences about the true level of functioning of each student. The final section of the paper proposes two methods for implementing these procedures in an ongoing IPI program: one approach calls for the integration of the procedure as a part of a computer-based instructional management system, whereas the second approach describes how the procedure can be made tractable in a typical, non-automated IPI classroom. (Author)

ED 083 318

24

TM 003 319

Rosen, Pamela, Ed.

Tests For Educationally Disadvantaged Adults.

Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date Jul 73

Note—12p.

Available from—Test Collection, Educational Testing Service, Rosedale Road, Princeton, N. J. 08540

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Adult Basic Education, Adults, *Annotated Bibliographies, Aptitude Tests, *Dropouts, *Educationally Disadvantaged, English (Second Language), *Tests

Sixty-five instruments, published between 1925 and 1972, are described in this annotated bibliography. The devices are intended for adults who have received only an elementary education, and adults who have completed high school but whose education was impaired due to learning disabilities or other educational handicaps. Both achievement and aptitude measures are included, covering such areas as intelligence, ability, learning skills, non-verbal reasoning, vocabulary, reading, and mathematics. The Spanish editions of several tests in English as a second language are presented. The publisher's name and address is provided for each instrument. (NE)

ED 083 319

TM 003 320

Rosen, Pamela, Ed.

Self-Concept Measures; Grade 7 and Above.

Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date Jun 73

Note—7p.

Available from—Test Collection, Educational Testing Service, Rosedale Road, Princeton, N. J. 08540

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Measurement Techniques, Personality Tests, *Secondary School Students, *Self Concept Tests, Self Esteem, *Student Attitudes

This 34-item annotated test bibliography deals with a variety of currently available measures of self-concept and self-esteem. For the purposes of this listing, self-concept was defined as a multidimensional construct encompassing the range of an individual's perceptions and evaluations of himself. Many of the devices contained herein emphasize the learner's self-concept or the individual's conceptions of himself in the school environment. However, several global measures are also described. Various methods for assessing self-concept, including direct observations, behavior ratings, self-reports, and projective techniques, are presented. The instruments described in this listing are appropriate for use in grade seven and above. Information was obtained from the holdings and references of the Educational Testing Service Test Collection. (Author)

ED 083 320

TM 003 321

Rosen, Pamela, Ed.
Measures of Self-Concept Grades 4-6.
 Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date Feb 73

Note—6p.

Available from—Test Collection, Educational Testing Service, Rosedale Road, Princeton, N. J. 08540

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Elementary School Students, *Measurement Techniques, *Self Concept Tests, Self Esteem, *Student Attitudes

This 31-item test bibliography deals with a variety of currently available measures of self-concept and self-esteem. For the purposes of this listing, self concept was defined as a multidimensional construct encompassing the range of an individual's perceptions and evaluations of himself. Many of the devices contained herein emphasize the learner's self-concept or the child's conception of himself in the school environment. However, several global measures are also described. Various methods for assessing self-concept, including direct observations, behavior ratings, self-reports, and projective techniques, are presented. The instruments described in this listing are appropriate for use with children in grades four through six. Information was obtained from the holdings and references of the Educational Testing Service Test Collection. (Author)

ED 083 321

TM 003 322

Rosen, Pamela, Ed.
Attitudes Toward School and School Adjustment Grades 4-6.

Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date Feb 73

Note—8p.

Available from—Test Collection, Educational Testing Service, Rosedale Road, Princeton, N. J. 08540

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Elementary School Students, Interest Tests, *Measurement Techniques, School Environment, *Student Adjustment, *Student Attitudes, Student Interests, *Student School Relationship, Student Teacher Relationship

This 31-item test bibliography lists currently available measures of attitudes toward school and school adjustment. The construct—attitudes toward school—encompasses pupils' attitudes toward themselves as learners, learning as a process, the school environment or classroom situation, specific school subjects, and teachers. In addition, the pupils' behavior is considered if it is indicative of their adjustment or lack of adjustment to the educational environment. Teacher ratings, self-report devices, and observation techniques are the various methods for assessing these attitudinal elements which have been included in the listing. Instruments described in this bibliography are appropriate for use with students in grades four through six. Information was obtained from the holdings and references of the Educational Testing Service Test Collection. (Author)

ED 083 322

TM 003 323

Rosen, Pamela, Ed.
Assessment of Teachers.
 Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date Jun 73

Note—11p.

Available from—Test Collection, Educational Testing Service, Rosedale Road, Princeton, N. J. 08540

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Measurement Techniques, Student Teacher Relationship, *Teacher Attitudes, *Teacher Characteristics, *Teacher Evaluation, Teacher Rating, Teaching Styles

This 53-item test bibliography lists a variety of currently available measures which may be used to assess teachers. Among the devices described are: instruments which are completed by teachers and which provide an indication of their proficiency in or knowledge of both general and specific areas in education; self report attitudinal measures for teachers; instruments which are completed by students and which may indicate

their attitudes toward and/or evaluations of a particular teacher or classroom situation which is dependent upon the teacher; and observational devices that may be used to consider such factors as the teacher's competency, teaching style, characteristics and/or interaction with pupils. Information was obtained from the holdings and references of the Educational Testing Service Test Collection. (Author)

ED 083 323

TM 003 324

Rosen, Pamela, Ed.
Attitudes Toward School and School Adjustment; Grades 7-12.

Educational Testing Service, Princeton, N.J. Test Collection.

Pub Date Mar 73

Note—7p.

Available from—Test Collection, Educational Testing Service, Rosedale Road, Princeton, N. J. 08540

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Interest Tests, *Measurement Techniques, School Environment, Secondary School Students, *Student Adjustment, *Student Attitudes, Student Interests, *Student School Relationship, Student Teacher Relationship

This 53-item test bibliography lists currently available measures of attitudes toward school and school adjustment. The construct—attitudes toward school—encompasses pupils' attitudes toward themselves as learners, learning as a process, the school environment or classroom situation, specific school subject, and teachers. In addition, the pupils' behavior is considered if it is indicative of their adjustment or lack of adjustment to the educational environment. Teacher ratings, self-report devices, and observation techniques are the various methods for assessing these attitudinal elements which have been included in the listing. Instruments described in this bibliography are appropriate for use with students in grades seven through twelve. Information was obtained from the holdings and references of the Educational Testing Service Test Collection. (Author)

ED 083 324

TM 003 325

Livingston, Samuel A.
Simulation Games in the Classroom: How Important is the Post-Game Discussion?

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—JHU-CSOS-R-150

Pub Date Feb 73

Grant—OEG-2-7-061610-0207

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, *Classroom Games, *Educational Games, *Group Discussion, High School Students, *Simulation Identifiers—Ghetto Simulation Game

The importance of class discussion following a simulation game was investigated by means of an experiment in which four classes of high school students played Ghetto for two periods. Two classes then discussed the game, while the other two were tested before any discussion of the game. The results showed the discussion to have no effect on students' understanding of the game and no consistent effect on their attitudes toward the real-life persons represented in the game. The discussion did have a positive effect on two of the twelve individual attitude items. (Author)

UD**ED 083 325**

UD 013 718

Barabas, Jean, Comp.
The Assessment of Minority Groups: An Annotated Bibliography. ERIC-IRCD Urban Disadvantaged Series, Number 34, August 1973.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Contract—OEC-0-9-420088-2327

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Annotated Bibliographies, Attitude Tests, Culture Free Tests, *Educational Diagnosis, Intelligence Tests, *Minority Groups, Personality Tests, Predictive Ability (Testing), Racial Differences, Social Differences, *Testing, *Testing Problems, Test Reliability, Test Validity

The materials cited here represent information on such diverse but interrelated areas as: methods of assessing achievement, intelligence, personality factors, and attitudes; effects of testing on self concept and employment opportunities; prediction of academic success; reliability and validity of specific tests; criticism of the methods and use of assessment; test construction; use of assessment for educational placement and diagnosis; culture free and culture fair tests; performance differences on tests between majority and minority groups. The educational literature from the early 1960's to the present from the following sources was searched: the ERIC system, the Library of Teachers College, Columbia University, the in-house document collection of the ERIC Information Retrieval Center on the Disadvantaged, and several existing bibliographies. A few pieced dated prior to 1960 were included. The bibliography is arranged alphabetically by author and is followed by a subject index. Each citation is cross-referenced under two or more of the index terms which, hopefully, best describe the material. The bibliography is completely annotated. For those documents which deal only in part or peripherally with minority groups, relevant quotations are given or the relevant sections are described. A fuller annotation is included for those materials which deal totally with minority group assessment. (Author/JM)

ED 083 326

UD 013 846

Mueller, Gustave E.
Taxes and the Consumer. One of a Series for Expanded Programs in Consumer Education.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 29 Mar 73

Note—127p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Consumer Economics, *Consumer Education, Consumer Science, Curriculum Development, *Economic Education, Economics, Federal Government, *High School Curriculum, *Instructional Materials, Money Management, State Government, Tax Allocation, *Taxes, Textbooks, Workbooks

In 1967, the State Education Department published "Consumer Education—Materials for an Elective Course." This material has since been introduced into more than 500 of the New York State high schools. As a result of the interest in Consumer Education in the State and Nation, the Department has begun the preparation of a series of modules—Expanded Programs of Consumer Education. This module is the ninth to be produced. Nothing touches the lives of the disadvantaged more than the constant struggle to stretch limited financial resources to meet the increasing costs of living. This module is designed in the hope that it will help the poor to make better use of their income, as well as with the expectation that those of higher income will be more understanding of the problems of their fellow citizens. The modules in this series are being prepared as separate publications to provide greater flexibility. The suggestions to the teacher found in "Consumer Education—Materials for an Elective Course," pages 1-4, apply equally to all of the modules. (Author/JM)

ED 083 327

UD 013 847

Williams, Trevor
Abilities, Environments, and Attainments.

Pub Date Aug 73

Note—39p.; Paper presented at the American Sociological Association annual meeting, New York, N. Y., August 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Disadvantaged Environment, Educational Diagnosis, Environmental Influences, *Family Background, *Intelligence Differences, Models, Parental Background, Parent Education, *Parent Influence, Research Methodology, *Social Differences, Socioeconomic Status, Statistical Analysis Identifiers—*Canada

The concern of this investigation lies with the development and estimation of models explaining

children's intellectual variability. Specifically, attention is directed to: (a) the role of parental status attainments and family environments in the transmission of intellectual advantage-disadvantage across generations; (b) the possibility that children's abilities affect the nature of the environment to which they are exposed; and, (c) the dimensionality of family environment as a prerequisite to (a) and (b). Data on children's ability (males only), family environments, and parental status attainments from 100 families were provided by Dr. Harry Mosychuk, Director of Research with the Edmonton, Canada, Public School Board. Data collection for the present investigation involved contacting these families again and administering an intelligence test to both parents where possible. Visits were made with 72 of the original 100 families and usable parent ability data obtained for 69 of these. These comprised complete data for 55 families, and ability data on one parent only in another 14 families. Ability measures were the Wechsler Intelligence Scales for Children and Adults, respectively. The data provided general support for the existence of a triple advantage (disadvantage). It seems that children of intellectually advantaged parents are themselves advantaged in terms of genetic endowment (although this could not be shown in this investigation), the family environment in which they develop, and in the degree of control they have over this environment. (Author/JM)

ED 083 328 UD 013 848

McIntosh, R. Gordon, Ed. *And Others*
Urbanization and Urban Life in Alberta. Report of the Urban Studies Symposium Sponsored by the Alberta Human Resources Research Council, November 21, 1969.

Alberta Human Resources Research Council, Edmonton, Program Development Unit.

Pub Date 70

Note—156p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—City Government, *City Planning, *City Problems, Community Development, Economic Factors, Geography, Political Influences, Political Science, Social Work, Sociology, *Urban Culture, Urban Environment, *Urbanization, Urban Studies

Identifiers—*Canada

This volume attempts first to take stock of the process of urbanization in Alberta and second to identify areas in which research may be required to guide urban development policies in the years ahead. Contents include the following papers: "An Economic Perspective," Eric J. Hanson; "A Geographic Perspective," Dennis B. Johnson and Peter J. Smith; "A Political Science Perspective," Jack Masson and Robert Gilsdorf; "A Sociological Perspective," Earle L. Snider and George Kuper; "Urban Design in Calgary," Robert W. Wright; "Laboratories for Living," Michael R. C. Coulson; "Towards a Model of Urban Government," Stanley Drabek; "Prospects for Revitalizing Small Communities," H. Peter M. Homenuk; "Factors Affecting Environmental Quality in Urban Living," Louis Hamill; "Priority Urban Problems: A Social Work Perspective," F. H. (Tim) Tyler; "Toward a Program of Studies in Urbanization," David G. Bettison; and, "Postscript: Policy Recommendation to the Human Resources Research Council." The Editors. Two appendices are also included: (1) Urban Research Capability in Alberta; (2) Urban Studies Research Centers. [Three pages of photographs, p. 76-78, have been deleted from this document due to reproducibility limitations.] (JM)

ED 083 329 UD 013 849

Lachat, Mary Ann

A Description and Comparison of the Attitudes of White High School Seniors Toward Black Americans in Three Suburban High Schools: An All White, a Desegregated, and an Integrated High School.

Pub Date 72

Note—261p.; Doctoral (Ed.D.) Dissertation,

Teachers College, Columbia University, 1972

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—African American Studies, *Caucasian Students, Changing Attitudes, *Doctoral Theses, Field Studies, High School Curriculum, *High School Students, Integration Effects, Race Relations, *Racial Attitudes, *Racial Balance, Racial Integration, School Integration,

Social Attitudes, Student Grouping, Suburban Schools

This study investigates the attitudes of white seniors toward black Americans in three suburban high schools varying in terms of the possible interaction between black and white students as reflected in each school's racial composition, grouping procedures, and curricular options. The study compared the attitudes of high school seniors in an all white high school with those of seniors in two racially mixed high schools. It was hoped that the study would provide some insights about the effect of intergroup contact on attitudes. However, the study also examined the implications of findings which maintain that contact alone may not break down the stereotypes between the two groups if the contact occurs in situations where status distinctions are maintained. The study thus make a distinction between an integrated setting which seeks to facilitate the positive interaction of a racially mixed student body, and a desegregated setting which does not foster interaction. The racial attitudes of the high school seniors were determined through written responses to a questionnaire of belief statements. Much of the data described situational characteristics within each high school which could be affecting student attitudes. These included school philosophy, grouping procedures, classroom racial balance, staff racial balance, curricular and library offerings related to the black experience, and patterns of student interaction in the two racially mixed settings. The writer obtained these data through interviews and observations. (Author/JM)

ED 083 330 UD 013 850

Gartner, Alan, Ed. *And Others*

After Deschooling, What?

Pub Date 73

Note—162p.

Available from—Harper & Row, Publishers, Inc., 10 E. 53 St., New York, N.Y. 10022 (\$1.50, paper)

Document Not Available from EDRS.

Descriptors—Alternative Schools, Economic Factors, *Educational Change, Educational Finance, *Educational Planning, Educational Policy, *Futures (of Society), Institutions, Open Education, Policy Formation, Political Issues, *Public Education, Public Policy, *Schools, Social Change

This volume includes ten articles. In the first, "After Deschooling, What?" Ivan Illich goes beyond his argument for deschooling, to the beginning of some thoughts about what society and education might look like following it. The remaining nine articles contain the reactions of a number of serious and active educators to the Illich article. They each found the concept of deschooling useful as a framework for summarizing the problems of traditional education. But they differed on the degree to which Illich was useful and/or sensible outside the context of his critique. These articles are: "Toward a Political Economy of Education: A Radical Critique of Ivan Illich's 'Deschooling Society,'" Herbert Gintis; "All Schooled Up," Colin Greer; "Taking Illich Seriously," Sumner M. Rosen; "After Illich, What?" Judson Jerome; "The Case for Schooling America," Arthur Pearl; "Need for a Risk Quotient," Roy P. Fairfield; "And It Still Is News," Maxine Green; "My Ivan Illich Problem" Neil Postman; and, "After Deschooling, Free Learning," Ronald Gross. (Author/JM)

ED 083 331 UD 013 851

Kallen, David J., E.

Nutrition, Development, and Social Behavior. Proceedings of the Conference on the Assessment of Tests of Behavior From Studies of Nutrition in the Western Hemisphere.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Spons Agency—Pan American Health Organization, Washington, D.C.

Report No.—DHEW-NIH-73-242

Pub Date 73

Note—378p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock #1746-00014, Paper - \$2.60 domestic postpaid; \$2.25, G.P.O. bookstore)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Animal Behavior, *Cognitive Development, Community Involvement, Disad-

vantaged Environment, Early Childhood, Environmental Influences, Field Studies, *Individual Development, Infants, *Intelligence, Intervention, *Nutrition, *Social Behavior, Social Class, Visual Perception

Contents of this book include the following papers, followed by discussion and comment: "Malnutrition and Animal Behavior," David A. Levitsky and Richard H. Barnes; "Malnutrition in Infants," Henry N. Ricciuti; "Nutrition and the Community," David J. Kallen; "A Methodological Note: The Development of Visual Attention in Infants," A. C. Mundy-Castle; "Some Methodological Problems in Field Studies of Nutrition and Intelligence," Robert E. Klein, Jean-Pierre Habicht and Charles Yarbrough; "Nutrition and Behavior in Head Start Children: Results from the Tulane Study," Jefferson L. Sulzer, Wesley J. Hansche and Frederick Koehn; "Nutrition and Behavior: Practical Problems in Field Studies in an Urban Community," Fernando E. Monckeberg; "Behavioral Intervention Studies with Malnourished Children," Harrison E. McKay, Arlene McKay and Leonardo Sinisterra; "Cognitive Development," Jerome Kagan; "Assessment of Cognitive Development in Deprivation and Malnutrition," Francisco Cobos and Luis Guevara; "Social Stratum and Restricted Life Chances," F. B. Waisanen and Eugenio Fonseca T.; "Modernization as a Strategy in Nutrition and Mental Development Research," Alfredo Mendez D.; "Competence and Options: A Theoretical Essay, Implications for Nutritional Research," Marvin B. Sussman; "Measuring Role Competence," Sigmund E. Dragastin; "Behavioral and Social Aspects," A. Kimball Romney; "Medical and Environmental Aspects," Joseph J. Vitale; and, "Concluding Remarks," Joginder G. Chopra. (JM)

ED 083 332 UD 013 852

Rissman, A. Kent Jaccard, James J.

Oral vs. Written Presentations of Industrial Acculturation Materials to Unemployed Black Males. Illinois Studies of the Economically Disadvantaged, Technical Report Number 19, August, 1973.

Illinois Univ., Urbana, Dept. of Psychology. Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ISED-TR-19

Pub Date Aug 73

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acculturation, Critical Incidents Method, Industrial Personnel, *Negroes, Oral Communication, Race Relations, Reading Level, Reading Skills, Tape Recordings, *Teaching Methods, *Unemployed, Urban Population, Written Language, *Young Adults

Identifiers—Illinois

The purpose of this study was to test whether it would be preferable to present acculturation materials to "chronically unemployed" blacks orally or visually (written). Two hypotheses were tested: (1) blacks with low reading skills who receive an oral version of acculturation materials will perform significantly better than similar blacks who receive a written version; and (2) blacks with high reading skills who receive an oral version of the acculturation materials will perform at a level equivalent to similar blacks who receive a written version. The respondents were 39 unemployed black males from the community of Champaign-Urbana, Illinois. The respondents' ages ranged from 18 to 29, with a mean of 21.5. A set of 20 "critical" incident items was selected for use from a larger pool of items which constitutes the Culture Assimilator: For Interaction with White People. For individuals in the written condition, each item consisted of a "booklet" of six pages. Respondents in the oral condition were presented the same material in the same order over a tape recorder. It was felt that the purpose of the present investigation was not simply to test an oral versus version of the culture assimilator, but rather to see if performance of blacks with low reading ability could be bettered through the addition of oral stimuli. As such, what is labeled in this study as an oral condition may actually be viewed as an oral presentation with a supplementary written presentations, should the respondent be able to make use of it. (Author/JM)

ED 083 333 UD 013 853

Nutrition, the Nervous System, and Behavior. Proceedings of the Seminar on Malnutrition in

Early Life and Subsequent Mental Development. (Mona, Jamaica, January 10-14, 1972).

Pan American Health Organization, Washington, D. C.

Spons Agency—Ministry of Health, Kingston (Jamaica); Wellcome Foundation Ltd., Beckenham (England).

Pub Date Jan 72

Note—150p.; Scientific Publication Number 251

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Animal Behavior, *Behavior Development, *Cognitive Development, Ecology, Health Needs, Infancy, Infant Behavior, *Language Development, Mental Health, Neurological Defects, *Neurological Organization, *Nutrition, Physical Health, Public Health, Research Methodology

Five years have elapsed since the International Conference on Malnutrition, Learning, and Behavior at the Massachusetts Institute of Technology. The present Seminar was held to examine progress since then. The following papers were presented and discussed: "Malnutrition and the Nervous System," Donald B. Cheek, A. B. Holt, and E. D. Mellits; "Lasting Deficits and Distortions of the Adult Brain Following Infantile Undernutrition," John Dobbing; "Some Speculations on Mechanisms Involved in the Effects of Undernutrition on Cellular Growth," Myron Winick, J. A. Brasel, and Pedro Rosso; "Small-for-Dates Offspring: An Animal Model," R. J. C. Stewart; "Empirical Findings with Methodologic Implications in the Study of Malnutrition and Mental Development," Robert E. Klein et al.; "Malnutrition and Mental Capacity," Fernando Monckberg; "The Influence of Malnutrition on Psychologic and Neurologic Development: Preliminary Communication," Jan Hoorweg and Paget Stanfield; "The Functioning of Jamaican School Children Severely Malnourished During the First Two Years of Life," Herbert G. Birch and Stephen A. Richardson; "Environmental Correlates of Severe Clinical Malnutrition and Language Development in Survivors from Kawshior-ko or Marasmus," Joaquin Cravioto and Elsa DiLicardie; "Ecology of Malnutrition: Nonnutritional Factors Influencing Intellectual and Behavioral Development," Stephen A. Richardson; "Issues of Design and Method in Studying the Effects of Malnutrition on Mental Development," Herbert G. Birch; and, "Nutrition, Public Health, and Education," Jack Tizard. (JM)

ED 083 334

UD 013 854

Teale, James E.

Evaluating School Busing: Case Study of Boston's Operation Exodus. Praeger Special Studies in U.S. Economic, Social and Political Issues Series.

Spons Agency—Maurice Falk Medical Fund, Pittsburgh, Pa.; Office of Education (DHEW), Washington, D.C.; Russell Sage Foundation, New York, N.Y.; Social Science Research Council, Washington, D.C.

Pub Date 73

Note—150p.

Available from—Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 10003 (\$13.50)

Document Not Available from EDRS.

Descriptors—Black Community, Bus Transportation, Community Involvement, Integration Effects, *Integration Methods, Integration Plans, Integration Studies, Neighborhood Schools, Political Issues, Racial Integration, School Community Relationship, *School Integration, *Student Transportation, *Urban Schools

Identifiers—Boston, *Massachusetts

Early one morning, September 8, 1965, Operation Exodus unfolded. Poor black parents, with much community support, initiated a school busing program whereby several hundred black children of all ages between five and 14 were to be bused from nearly all-black schools in the black community to predominantly or all-white schools in surrounding communities within the limits of the city of Boston. Although the parties to the conflict presented many and shifting rationales, there never seemed to be any real communication between the chief opponents: the Boston School Committee and the black parents whose children were involved. The present book is part of the story of the conflict. It is also a report of an attempt to evaluate the effects of the busing of black children. Chapter one discusses some educational experiences of Boston blacks in the period 1845-55. Chapter two presents early ex-

perience with the group of parents who are the subject of this book. Chapter three presents the research design for the collection of data on the children of the parents described in Chapter two. In Chapters four and five various problems encountered during the research are presented. Some findings with regard to the children and parents are presented in Chapters six and seven. Implications of an attempted evaluation for both (a) other researchers contemplating the evaluation of politically sensitive programs and (b) the formation of educational programs and policies with regard to blacks are presented in the concluding Chapter eight. (Author/JM)

ED 083 335

UD 013 855

Meade, Edward R. Saltz, Eli

Factors in the Verbal Control of Behavior by Lower and Middle SES Children. Studies in Intellectual Development, Technical Report Series, Number 1, November 1972.

Wayne State Univ., Detroit, Mich. Center for the Study of Cognitive Processes.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—WSU-CSCP-TR-Ser-1

Pub Date Nov 72

Grant—OEG-0-71-0588(508)

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Elementary School Students, Intelligence Tests, Lower Class, Middle Class, *Preschool Children, *Self Control, *Social Differences, Student Behavior, Suburban Schools, Urban Schools, Verbal Development, Verbal Learning

Identifiers—Michigan

This paper reports the results of two related studies. The primary purpose of the first study (involving both nursery and first grade subjects) was to determine what evidence there is of two distinct processes basic to the control over the initiation and inhibition of inappropriate behavior on the Luria task. In the second study the focus of interest was in the relationship between impulsive behavior and the child's success with the academic work presented in the first grade. Other than the fact that the interstimulus interval in the Luria task was shortened to increase the difficulty level to one more appropriate for the first graders, the inclusion of indices of school learning constituted the only departure from the procedure used in the first study. Hence the results of study two permit an important check on the reliability of the initial findings. The data were consistent in indicating that distinct impulse control problems on the Luria task persist longer in the development of the lower SES child than the child of middle SES. The evidence consistently indicated that impulsive behavior is a more general phenomenon in the lower SES than in the middle SES. There is also reason to believe that this general control problem, in the lower SES, was related to the sorts of impulsive behavior observed by their teachers in the classroom. When intelligence was controlled, lower SES subjects obtained significantly poorer relationship between Luria task impulsively and grades in the middle SES. (Author/JM)

ED 083 336

UD 013 856

Potner, Jay Saltz, Eli

Social-Class, Conditional Communication, and Egocentric Speech. Studies in Intellectual Development, Technical Report Series, Number 2, December 1972.

Wayne State Univ., Detroit, Mich. Center for the Study of Cognitive Processes.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—WSU-CSCP-TR-Ser-2

Pub Date Dec 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, *Child Language, Cognitive Processes, *Communication (Thought Transfer), Communication Problems, *Elementary School Students, Games, Listening Comprehension, *Logic, Logical Thinking, Lower Class, Peer Relationship, *Social Differences, Socioeconomic Status, Speech

This study examined the following issues: (a) If vocabulary effects are minimized, will there be SES differences in the use of conditional forms by Caucasian children who have reached the fifth grade? (b) Even if SES differences occur in the use of recognizable conditional forms, will chil-

dren within the same SES be able to transmit conditional information to one another? (c) If SES differences are found in transmission of conditional information, are they attributable to lack of comprehension of the conditional logic, or to difficulty in expressing the logic? One hundred and thirty-two fifth grade Caucasian children, who were divided into lower and middle SES groups of approximately equal IQ. Dyads were formed by combining children into the four possible speaker-listener combinations. The task required speakers to use a conditional communication in describing the rules of a game to a listener. Results showed that, as listeners lower and middle SES children responded equally well to the communications of both lower and middle SES speakers. However, as communicators, the lower SES children performed more poorly than the middle SES: All listeners had equally great difficulty following the instructions provided by the lower SES communicators. The data suggests that SES difference can not be attributed to lack of comprehension of the conditional logic. Instead, it appears that the lower SES children were difficult to understand because of strong tendencies toward egocentric communicational patterns. (Author/JM)

ED 083 337

UD 013 857

Smitherman, Geneva

The Power of the Rap: The Black Idiom and the New Black Poetry.

Pub Date 73

Note—22p.; This article was excerpted from Dr. Geneva Smitherman's forthcoming book, *The Black Idiom: Soul and Style*

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African American Studies, Black Community, *Black Power, Composition (Literary), Expressive Language, Language Patterns, Language Styles, Local Color Writing, *Negro Dialects, *Negro Literature, Persuasive Discourse, *Poetry, *Rhetoric, Urban Culture, Urban Language

Black Arts Literature—of which the New Black Poetry is the most important manifestation—emerged during the past decade as the appropriate artistic counterthrust to Black Power. Rhetoric and shouting aside, this new thrust was, on a very basic level, simply a call to black folks to redefine Blackness and re-evaluate the Black Experience. For the writer, this reassessment has culminated in a redefinition of the role of the artist and a new perspective on what constitutes Art. Black art must of necessity be functional and relevant to the lives and daily struggles of black people. The creator of Black Arts Literature envisions himself as a Necromancer, a skillful manipulator of the Art of Black Magic, whose job it is to "heal" Black folks through the evocative power of Art, and transform their suffering into constructive political action. In representing the masses, the new Art will be expressive of the uniqueness of Afro-American culture. Hence the quest among Black Arts writers for a style rooted in this cultural sensibility, a style that is emerging as an identifiable Black Aesthetic. Nowhere is this Aesthetic more strikingly revealed in the language of the New Black Poetry, for in creating this new linguistic form, the poets are not only tapping the reservoir of the Black Cultural Universe but doing so in the Black Idiom. Poetic genre strike at the heart of the Black Cultural Sensibility: it is only through oral delivery that the audience can fully appreciate the artistic import and meaning the New Black Poetry. This, then, is the "Power of the Rap." (Author/JM)

ED 083 338

UD 013 858

Compensatory Education in Connecticut, 1971-72.

Programs Supported by the Connecticut State Act for Disadvantaged Children and Title I of the Elementary and Secondary Education Act.

Connecticut State Dept. of Education, Hartford. Bureau of Compensatory and Community Educational Services.

Pub Date Dec 72

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Students, *Compensatory Education Programs, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Language Handicaps, Parochial Schools, *Private Schools, *Program Evaluation, *Public Schools, Secondary Education, Socially Disadvantaged

Identifiers—Connecticut, Connecticut State Act for Disadvantaged Children, *Elementary Secondary Education Act Title I, ESEA Title I. During the 1971-72 school year, public and nonpublic schools of Connecticut provided compensatory education help for 50,690 pupils funded in part under ESEA Title I. The programs sought to bring about increased school success for pupils whose school achievement was restricted by economic, social, linguistic or environmental disadvantages. Public and nonpublic school end-of-year evaluations provided the data analyzed in this report. Also, two years of data were gathered separately for 1,896 pupils who received the services of 1970-71 compensatory programs. Average test gain scores in grade equivalent units were calculated for the combined pupils of each program and were the means of judging the effectiveness of programs. Ninety programs were identified as more effective efforts of compensatory education in the schools of the state. Most were reading help programs; however, math, language, and preschool programs were also identified. Median test gains in reading and math for all compensatory efforts in the state equaled or exceeded a rate of a year's achievement per year for both public and nonpublic school programs in 1971-72. These test gains were based on pre-post testing with intervals of a year or less between testing. When the interval between testing extended over a two year period such as it did for the 1896 pupils followed-up from the 1970-71 more effective compensatory programs, achievement gains appeared to be much closer to just under a year's growth per year for disadvantaged children. (Author/JM)

ED 083 339 UD 013 859

Pinto, Patrick R., Comp. Buchmeier, Jeanne O., Comp.

Problems and Issues in the Employment of Minority, Disadvantaged and Female Groups: An Annotated Bibliography.

Minnesota Univ., Minneapolis. Industrial Relations Center.

Pub Date Jan 73

Note—69p., Bulletin 59

Available from—Industrial Relations Center, Univ. of Minnesota, Minneapolis, Minn. 55455 (Free)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Disadvantaged Groups, Employment Opportunities, *Employment Problems, Federal Laws, *Females, Information Dissemination, Labor Market, Manpower Development, *Minority Groups, Racial Discrimination, Sex Discrimination, Social Discrimination, Training, Unions. Today there is no more critical manpower management issue for employers than adequate staffing practices with regard to three large, and sometimes overlapping, groups: minorities, the disadvantaged, and females. The amount of material dealing with this topic is staggering. Within the personnel field itself, the issues change when questions about recruitment turn to questions about training, and compensation, and dealing with unions. We have undertaken to compile this bibliography to identify some of these issues. This bibliography covers material published since July 2, 1965, the effective date of Title VII of the 1964 Civil Rights Act. It includes references through Summer 1972. There are 548 entries listed, most with brief annotations. The contents are organized as follows: Part I concerns "General Reference Sources." These include (a) loose-leaf reporting services and (b) abstracting services. Part II deals with the "Legal Context." Its three sections deal with reference sources; Federal legislation, executive orders, and federal agency guidelines; and, Minnesota legislation, respectively. Part III, "Topics in Reference to General Disadvantaged Groups," includes the following sections: Collections of Readings and Case Studies; Staffing; Recruitment, Testing, Selection, Promotion, and Labor Markets; Training; Retraining, Upgrading, OJT, Supervisory Training, and Manpower Development; Compensation; Discrimination and Wage Differentials; Unions and Labor Relations: Barriers, Apprenticeship, and Attitudes; and, Miscellaneous Readings. (Author/JM)

ED 083 340 UD 013 860

School Behind Bars—A Descriptive Overview of Correctional Education in the American Prison System.

Syracuse Univ. Research Corp., N.Y. Policy Inst.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Jun 73

Note—378p.

Available from—Policy Inst., Syracuse Univ. Research Corp., 723 Univ. Ave., Syracuse, N.Y. 13210 (No price quoted)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Correctional Education, *Correctional Rehabilitation, *Corrective Institutions, *Educational Finance, *Educational History, *Educational Philosophy, *Educational Planning, *Educational Policy, *Educational Programs, *Foundation Programs, *Interviews, *Prisoners, *Private Financial Support, *Program Development, *Surveys. This report, intended to be a descriptive yet analytical overview of correctional education programs, is organized into six chapters. Chapter one discusses the philosophical aspects (pro and con) of prisoner education. Chapter two traces the history of prisoner education from the roots of its beginning to the present. Chapter three presents the data collected by Syracuse University Research Corporation staff during interviews with correctional and educational authorities, through analysis of documents, and from correspondence and discussions with over 300 individuals who served as resource persons to the staff during the project. Chapter four focuses on prisoner education in the future, its needs, problems and probable accomplishments. Chapter five presents a thorough model for prison authorities to follow in designing prison education programs. Chapter six presents findings, conclusions and recommendations—in the form of what might be considered a "blue print for action" for the Ford Foundation. Included are barriers to prisoner education programs, criteria for successful programs, suggestions in improvements that can or should be made, general and specific recommendations. A Bibliography of over 300 documents appears after chapter six. [Appendices D and F, an interview schedule and document synopsis, have been deleted from this document for copyright and reproducibility reasons, respectively, as has also been a chart at p. 161, for the latter reason.] (Author/JM)

ED 083 341 UD 013 861

McCarthy, James Syropoulos, Mike

Evaluation of the Program to Continue the Education of Girls Who Must Leave School Because of Pregnancy, 1971-1972.

Detroit Public Schools, Mich. Dept. of Research and Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, *Counseling Programs, *Dropout Identification, *Dropout Prevention, *Dropout Programs, *High School Students, *Pregnant Students, *Program Evaluation, *Special Education, *Special Services, *Student Teacher Ratio, *Urban Education. Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Michigan.

The primary objectives of the Continuing Education of Girls Who Must Leave School Because of Pregnancy Project (CEG), which is funded under Title I of the 1965 Elementary Secondary Education Act, are to reduce the percentage of female dropouts from Detroit schools via the enrollment of 110 pregnant girls in the project, to have the enrolled girls make normal academic progress in a schedule of classes appropriate for their grade level, and to have the girls return to a regular school following the completion of their CEG classes and their pregnancies and complete requirements for their high school graduation.

During the school year, the evaluators made many visits to observe the CEG Project in action. They found it projected a warm, non-censuring climate. The fact that every student at CEG shares a common handicap allows them to provide the mutual support for each other that they need to continue their education. These things combined with a low pupil teacher ratio and the additional supportive services of the project have permitted the girls to resume their classes, begin to restore their self-concepts and self-respect, and revive their educational and career aspirations. Only 14 percent of the CEG girls did not con-

tinue their education after their enrollment in the project. Of 292 girls who were enrolled during the 1971-72 school year, 33 (or 11 percent) became dropouts, with the remainder either graduating or returning to school to continue their education. CEG girls achieved a slightly higher honor point average in their CEG classes than they had in regular school. (Author/JM)

ED 083 342 UD 013 862

Kallen, David J.

Malnutrition, Learning, and Behavior.

Pub Date Aug 73

Note—26p.; Paper presented at the American Sociological Association annual meeting, New York, N.Y., August 1973.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Development, *Cognitive Development, *Dietetics, *Environmental Influences, *Hunger, *Individual Development, *Learning Processes, *Nutrition, *Physical Development, *Physical Health, *Policy Formation, *Prenatal Influences, *Research Problems, *Research Reviews (Publications), *Social Development. Malnutrition can be defined as a lack of a sufficient quantity or quality of nutrients to maintain the body system at some definable level of functioning. It has been estimated that nearly half the children in the world today grow and develop under conditions of protein or protein-calorie malnutrition sufficient to impair their physical development. In the United States this level of malnutrition is rare. The major problem in the United States is probably that of hunger, defined as a psychological variable. It seems probable that the social and psychological causes and consequences of malnutrition and hunger are themselves conceptually independent. In this paper some of the factors involved in the relationship between malnutrition, learning, and behavior are critically reviewed. Most of the data are drawn from studies conducted in the developing countries of the world, where the conditions of malnutrition are significantly different from those in the United States. Therefore attention is given to some speculations about the impact of hunger on learning and behavior in this country. The review of the impact of malnutrition on learning and behavior concentrates on methodological and conceptual problems of studies reported in the literature. These problems make it impossible to assess the impact of malnutrition, as a separate entity, on human behavior. Malnutrition is socially regulated, and not random, either in the social system as a whole, or in segments of the social system, be they sub-classes or families. The conditions which lead to malnutrition are also conditions which affect the intellectual, social, and cognitive development of the child. (Author/JM)

ED 083 343 UD 013 863

Rubano, Judith, Comp.

Culture and Behavior in Hawaii: An Annotated Bibliography. Hawaii Series Number 3.

Hawaii Univ., Honolulu. Social Science Research Inst.

Pub Date 71

Note—155p.

Available from—Publications Office, Social Science Research Institute, University of Hawaii, 1914 University Avenue, No. 101, Honolulu, Hawaii 96822 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Acculturation, *Annotated Bibliographies, *Attitudes, *Behavioral Science Research, *Behavior Patterns, *Cultural Factors, *Culture Conflict, *Ethnic Groups, *Ethnic Relations, *Ethnic Studies, *Political Attitudes, *Racial Attitudes, *Research Reviews (Publications), *Social Attitudes. Identifiers—*Hawaii.

The multi-ethnic character of the population of Hawaii has long attracted students of the behavioral sciences. Many of these scientists, and especially the visiting researchers, have encountered difficulty in obtaining or even locating literature specific to Hawaii and relevant to their fields of scientific interest. This bibliography is an effort to correct that situation by bringing together materials which relate to the attitudes and behavior of the people of Hawaii, particularly those attitudes and behaviors which have some ethnic relevance. A word is in order regarding those materials which were deliberately omitted from this bibliography. Among these are brief re-

ports of demographic data which include statistics but omit interpretation or analysis. Reports of economic conditions in Hawaii, many of which contain detailed socio-demographic data, have been published annually since 1971 by the Bank of Hawaii. Materials reporting ethnic differentiation in the incidence of illnesses and disease have not been deliberately sought out except where recognized specialists have suggested the significance of psycho-cultural factors. The compilation of linguistics materials is not as complete as that of two rather recently published bibliographies devoted entirely to this subject. Works of a purely historical nature have been omitted. Newspaper and popular magazine articles have been excluded from this bibliography. This bibliography originated as a research project under the direction of Professor William P. Lebra, who conceived the idea of the bibliographies of which it is a part. (Author/JM)

ED 083 344 UD 013 864
Orleans, Peter, Ed. Ellis, William Russell, Jr., Ed.

Race, Change, and Urban Society. Urban Affairs Annual Reviews, Volume 5.

Pub Date 71

Note—640p.

Available from—Sage Publications, Inc., 275 S. Beverly Drive, Beverly Hills, Calif. 90212 (\$7.50, paper)

Document Not Available from EDRS.

Descriptors—Caste, Community Control, Community Leaders, Cross Cultural Studies, "Educational Problems, Law Enforcement, Migrant Workers, Negro History, Public Housing, Puerto Ricans, "Race Relations, Research Problems, "Social Change, "Social Problems, "Urban Studies

Contents of this book include 20 chapters: (1) "Race Research: Up Against the Wall in More Ways Than One," W.R. Ellis, Jr. and P. Orleans; (2) "Value Premises in Race Research: The Evolution of Environmentalism," E.L. Paynter; (3) "Power in the Reformulation of Race Research," I. Katznelson; (4) "Caste and Race Conflict in Cross-Cultural Perspective," M. Orans; (5) "Puerto Rican Adaptations to the Urban Milieu," H.L. Safa; (6) "Persistence of Tradition in the Urbanization of the Oaxaca Valley," M. Diskin; (7) "Political Leadership in Poor Communities: Applications of Two Sampling Methodologies," W. TenHouten, et al.; (8) "The Slave Plantation: Background to Present Conditions of Urban Blacks," R.S. Bryce-LaPorte; (9) "Public Housing: Urban Slums Under Public Management," L.R. Peattie; (10) "Institutionalized Anglocentrism: Labeling Mental Retardates in the Public Schools," J.R. Mercer; (11) "Institutional Persistence and the Paradox of Reform: The Case of Migrant Farm Labor," G.S. Goodpaster; (12) "Local Variations in Urban Law Enforcement," H. Hahn; (13) "The Myth of Community Control: Rhetorical and Political Aspects of the Ocean Hill-Brownsville Controversy," M. Surkin; (14) "Community and Control in a Metropolitan Setting," M. Seeman, et al.; (15) "Public Participation and the Politics of Poverty," D.R. Marshall; (16) "New Roles for the Legal Profession," T.E. Henderson; (17) "The Radicalization of Everyone?" H. Molotch; (18) "Racism and Tolerance in Historical Perspective," P. Loewenberg; (19) "An Interpretative Analysis of Recent Work," J.E. Grigsby, III; and, (20) "Clues for the Future: Black Urban Anthropology Reconsidered," C. Taylor. (JM)

ED 083 345 UD 013 866

Dusek, Jerome B.

Teacher and Experimenter Bias Effects on Children's Learning and Performance.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 28 Aug 73

Grant—OEG-2-71-0516

Note—39p.; Paper presented at the American Sociological Association annual meeting, New York, N.Y., August 28, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Achievement Tests, "Bias, Childhood Attitudes, Classroom Environment, Educational Experiments, "Elementary Grades, Expectation, Interaction Process Analysis, "Learning, Longitudinal Studies, Predictor Variables, "Teacher Attitudes Identifiers—SAT, Stanford Achievement Test

Three experiments were conducted to examine the effects of adult expectations on children's learning and performance; one in-classroom study and two experimental studies were made in order to investigate developmental trends in susceptibility to expectancy effects and the relationship of induced vs. self-generated expectancies vis-a-vis children's learning and performance. The major experiment was a 1-1/2 year longitudinal study of teacher bias and expectancy effects on the Stanford Achievement Test (SAT) performance of children in two grade 2 and grade 4 classrooms. The major findings were that: telling teachers students will do well did not alter children's SAT performance; teacher ranking was significantly related to SAT performance from each of the five testing periods; and, there were no interactions with grade level. These findings were interpreted as indicating that teachers are good predictors of children's academic potential and do not "bias" children's education. The finding of the grade level X experimenter sex X sex of Ss X time study of experimenter bias was the significant triple interaction involving grade level, bias condition, and sex of Ss; this interaction reflected a general trend of older Ss to be more influenced by biasing effects of experimenters than younger Ss. The second experimental study revealed essentially the same effects for experimenters in who bias was induced and those who predicted performance themselves (self-generated bias). (Author/RJ)

ED 083 346 UD 013 867

Bruininks, Robert H. Lucker, William G.

Change and Stability in Correlations Between Intelligence and Reading Test Scores Among Disadvantaged Children.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—RDCEHC-RR-11

Bureau No.—332189

Pub Date Oct 70

Contract—OEC-09-332189-4533(032)

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, "Disadvantaged Youth, Early Reading, Economically Disadvantaged, Educational Diagnosis, "Elementary School Students, "Intelligence Tests, "Longitudinal Studies, "Reading Tests, Test Reliability, Test Validity, Urban Schools

Identifiers—Peabody Picture Vocabulary Test, Stanford Binet Test, Tennessee

This study reports correlations among scores from two commonly used individual measures of intelligence, the Revised Stanford Binet and the Peabody Picture Vocabulary Test, and reading subtests of a standardized achievement test with a group of elementary-aged disadvantaged children. The present study employs longitudinal design to assess correlations among beginning-first grade IQ scores and measures of reading performance obtained toward the end of the first, second, third, and fourth grades. The content of both reading and IQ tests thus remained essentially constant, thereby avoiding the confounding of reading ability with the assessment of intelligence. A complementary objective of the study was to determine the test-retest reliabilities of the two IQ measures for disadvantaged children during the same time interval. Determining reliability and validity of these measures is of particular interest since both tests were standardized on white children of essentially middle socioeconomic backgrounds. The sample included 36 subjects, 18 boys and 18 girls, from the public schools of metropolitan Nashville, Tennessee. The sample comprised children who had participated in an experimental reading project in which they were taught to read by the initial teaching alphabet method during the first and second grades. The findings suggest that verbal ability, particularly verbal proficiency, becomes more highly associated with reading performance as the child proceeds through school. (Author/JM)

ED 083 347 UD 013 868

Moore, J. William And Others

Expectancy Statements in Meaningful Classroom Learning.

Pub Date Apr 73

Note—24p.; Paper presented at the American Education Research Association annual meeting, Honolulu, Hawaii, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Classroom Communication, "Expectation, Feedback, "High School Students, Learning Processes, "Low Achievers, Reading Instruction, Research Methodology, Secondary School Teachers, Social Reinforcement, Student Behavior, Student Motivation, "Student Teacher Relationship, Teacher Influence

While the effects of teacher expectations on learner performance have continued to be of interest to both classroom teachers and researchers, the findings of much of the research have been equivocal. Teacher expectancy statements may affect performance in three rather distinct ways: the past association value of the expectancy statement, the value of the expectancy statement as a sign of approval or disapproval, and the novelty of the expectancy statement. The subjects were 43 eleventh-grade students with a past record of low achievement. These students had been assigned to a special reading program. The six subjects who were, in the opinion of the teacher, the most highly motivated were randomly assigned to each of the six treatment groups. The remaining subjects were then randomly assigned to one of the respective experimental treatment groups. Six treatment groups were formed from all possible combinations of three types of expectancy statements (high, neutral, or low) and two types of feedback, positive or negative. The results concerning how expectancy interacts with feedback in a low achieving group indicate that (1) when it is low, it stimulates effort by making a task seem difficult, and (2) when it is high, it reinforces effort if negative feedback is being received. One implication of these interpretations is that under conditions where a teacher's statements are not credible, expectancy will not have an effect (unless it has discriminative cue value that is independent of its surface meaning). (Author/JM)

ED 083 348 UD 013 869

Whitmore, Joanne Rand

Student Leadership: Guidelines for Developing Programs in Distressed Low-Income Elementary Schools. Research and Development Memorandum, Number 113.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SCRDT-R&D-M-113

Pub Date Sep 73

Contract—NE-C-00-3-0061

Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Anti Social Behavior, Aspiration, Classroom Environment, "Disadvantaged Schools, Elementary Schools, Guidelines, Low Income, "Manuals, Negative Attitudes, Negro Students, Pilot Projects, "School Attitudes, "Self Concept, "Student Leadership Identifiers—Student Leadership Program

This manual provides administrators and teachers with practical guidelines for designing and implementing a program to develop student skills for leadership and responsible citizenship and for generating positive pupil attitudes toward self and school. The Student Leadership Program outlined was field tested for one year in a low income black elementary school. The specific aims of the program were to reduce the disruptive, negative behavior of some socially powerful students while increasing the rewards for more appropriate models and for teacher efforts to improve the environment for learning. Although it was designed to promote desirable student behavior and attitudes in a "distressed" situation where negative attitudes and tensions prevailed, the program is held to have unlimited application—can be suitably adapted for use with children from grades 3-8 in schools large or small, rural or urban. The three major parts of the manual are: Part I, defining the problem and the rationale of the program; Part II, delineating all steps necessary for setting up the leadership program and getting it under way—alternative methods being noted and suggestions given for possible difficulties encountered; and, Part III, constituting anecdotal records of the first semester of the pilot program, as well as the organizational records thereof. (Author/RJ)

ED 083 349 UD 013 870

Hansen, Vagn K.

Desegregation, Resegregation and the Southern Courts.

Pub Date Nov 72

Note—29p.; Paper presented at the Southern Political Association annual meeting, Atlanta, Ga., November 2-4, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Defacto Segregation, Educational Finance, *Federal Court Litigation, Integration Effects, *Integration Litigation, *Integration Methods, Integration Plans, Nonpublic School Aid, Private Schools, Racial Segregation, School Integration, School Segregation, *Southern Schools, Southern States, State Aid. Although the Federal courts have displayed a notable concern for the potential effects of desegregation in their adjudication of disputes involving public aid to private schools, they have generally rejected the idea that the threat of desegregation should be taken seriously in drawing up desegregation plans for public school districts. The judicial attack on private schools has been unsuccessful in stemming their growth as alternatives to integrated public schools. Judicial action in approving desegregation plans has actually contributed to desegregation in some communities. Judges have a distinct problem in trying to assess which desegregation plans will produce maximum desegregation. On the one hand they know that school officials sometimes raise the specter of desegregation when white flight from the public schools is not really likely. On the other hand the white percentage actually declines when court ordered reassignment is instituted. A judge genuinely interested in the workability of alternative plans must determine what combinations of circumstances are most likely to produce desegregation without really having much information on which to base his decision. Social science, so far, has offered little help. The lower court must contend not only with the lack of information about desegregation, but must produce decisions acceptable to the Supreme Court as well. The Court's two goals of effectiveness and speed may be, under certain circumstances, contradictory. (Author/JM)

ED 083 350

UD 013 871

Wanner, Raymond E.

Some French Initiatives in Educating the Socially and Culturally Disadvantaged. Recent Educational Policy and Legislative Developments Abroad.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-73-19101

Pub Date 73

Note—21p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-01177; \$0.30 domestic postpaid; \$0.20 GPO bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Culturally Disadvantaged, Demography, Disadvantaged Youth, Economically Disadvantaged, Educational Change, Educational Planning, *Educational Policy, *Educational Programs, Minority Group Children, Program Development, Social Change, *Socially Disadvantaged, Teaching Methods

Identifiers—*France

This report on some efforts being made in France to improve the education of the socially and culturally disadvantaged is presented for such value as it may have to American educational planners in their search for solution to this difficult problem. For the purposes of this study the term "socially and culturally handicapped or disadvantaged" is understood to include those social or cultural factors that cause a child to enter "the school system with knowledge, skills, and attitudes which impede learning and contribute to a cumulative academic deficit." In France, the vast majority of young people with learning problems are the children of poor farmers, factory workers, North Africans, and migrant workers. Their disadvantage often persists throughout school life and may contribute to restricting later economic and social opportunities. The present study will leave to specialists in political science, economics, and sociology and analysis of the fundamental causes of the very important social dynamics. It will, for its part, concentrate on the pedagogical approaches to the problem of the education of socially and culturally disadvantaged children now being attempted by the French Ministry of National Education. However, the problem, as defined here, obviously requires a solution far broader than a restructuring of edu-

cational systems. It raises fundamental questions about a nation's self-image, its goals, its concept of the nature and destiny of man in society, and its responsibility toward its citizens. (Author/JM)

ED 083 351

UD 013 872

Hearings Before the Subcommittee on Equal Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, First Session on H.R. 7807. Comprehensive Youth Opportunities Act of 1973. Hearing Held Washington, D.C., May 17, 1973. Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 17 May 73

Note—50p.; Committee Print, House Committee on Education and Labor

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, Economically Disadvantaged, *Employment Opportunities, Federal Aid, *Federal Legislation, Manpower Development, *Recreational Programs, Summer Programs, *Youth Employment, Youth Programs

Identifiers—Illinois, Maryland, Recreation Support Program, Summer Youth Transportation Program, Youth Corps

H.R. 7807 is a bill to provide financial assistance for the development and implementation of work and training and year-round recreational opportunities, together with related services and for other purposes, for disadvantaged young people. These hearings before the Subcommittee on Equal Opportunities of the Committee on Education and Labor, House of Representatives, include the statements of: Carol Bickley, senior associate, Division of Special Programs, National Recreation and Park Association; Dr. James L. Jones, special assistant to the Mayor for Youth Opportunity Services, Washington, D.C.; Milton Morris, president, National Association of Neighborhood Youth Corps Directors; Hon. Dan Rostenkowski, a Representative in Congress from the State of Illinois; and Hon. George Seibels, mayor, Birmingham, Alabama. The text of the hearings incorporates the prepared statements or letters of: Sam Bernstein, assistant to the mayor for manpower programs, Chicago, Illinois; James M. Chavis, director, Baltimore Neighborhood Youth Corps; and Lawrence S. Duda, project director, Schools' Neighborhood Youth Corps, Cleveland Public Schools, Cleveland, Ohio. [Parts of this document may not be clearly legible on microfiche due to size of print in the original.] (JM)

ED 083 352

UD 013 873

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Third Congress, First Session. Maternal, Fetal, and Infant Nutrition—1973. Part 1—Consequences of Malnutrition; Part 2—Government Responses. Hearings Held Washington, D.C., June 5, 6, and 7, 1973.

Congress of the U.S., Washington, D.C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Jun 73

Note—210p.; Committee Print, Senate Select Committee on Nutrition and Human Needs

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Part 1, Stock No. 5270-01998, \$1.05; Part 2, Stock No. 5270-02010, \$0.80)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biological Influences, Environmental Influences, Federal Programs, Hunger, *Individual Development, Infancy, Infant Behavior, Infant Mortality, *Infants, Mental Development, *Mothers, *Nutrition, Physical Development, *Prenatal Influences, Scientific Research

Part One of these hearings before the Select Committee on Nutrition and Human Needs of the United States Senate includes the testimony of scientists and doctors engaged in research regarding the relationship between maternal, fetal, and infant nutrition and optimum mental and physical development of the child. In testimony it was shown that the effect of the mother's nutrition during pregnancy is of great importance to the birth weight and future health of the infant. Low-birth-weight babies are more susceptible to various health problems and enter the world with less

of a chance. During the first year of life, the brain and other organs go through a vitally, crucial stage of growth, and according to some of the previous testimony, malnourished infants may suffer irreversible mental and physical effects. Part Two of these hearings include the testimony from representatives from the Department of Health, Education, and Welfare and the Department of Agriculture. The testimony concerns what these two Federal agencies have done in the areas of research and actual nutritional services to mothers and infants. Appended materials include statements, letters, tables and various publications pertaining to the testimony. [Parts of this document may not be clearly legible on microfiche due to the size of the print in the original. Pages 84-87 in Part One and 173-88 in Part Two have been deleted for copyright reasons.] (Author/JM)

ED 083 353

UD 013 874

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Third Congress, First Session. Federal Food Programs—1973. Part 2—Hunger in 1973. Hearings Held Washington, D.C., June 4, 1973.

Congress of the U.S., Washington, D.C. Senate Select Committee on Nutrition and Human Needs.

Pub Date 4 Jun 73

Note—112p.; Committee print, Senate Select Committee on Nutrition and Human Needs

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-01951, \$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Depressed Areas (Geographic), Economic Disadvantage, Federal Aid, *Federal Government, Financial Policy, Government Role, Health Needs, *Hunger, Nutrition, Policy Formation, Poverty Programs, *Program Administration, *Public Policy

Identifiers—*Food Stamp Program

The "Hunger-1973" committee report, details the continuing hunger problem in the country. The report shows that the administration and participation of the Food Stamp and Surplus Food Program vary widely across the country. It shows that the benefits available under both programs are being severely restricted by the current food cost crisis in the country. The law requires that the Food Stamp Program permit the poor to purchase a nutritionally adequate diet; and, that the Government make every possible effort to insure that the eligible poor receive the benefits of the program. Yet, after four years, the census figures and food program participation figures show that there are still some 263 "hunger" counties in the country in which two-thirds of the poor are receiving no food assistance. Despite a clear picture of continuing need for food assistance across the country, the Agriculture Department returned nearly 400 million dollars in unspent food stamp funds to the Treasury last year, and will apparently return about the same amount this year. As an important sidelight to the hearing, the committee explored the question of world hunger and food needs, particularly how that problem relates to our efforts to feed the hungry poor here at home and provide adequate food at reasonable prices to all our people. [Parts of this document may not be clearly legible on microfiche due to the size of print in the original.] (Author/JM)

ED 083 354

UD 013 888

Carliner, Geoffrey

Differences in Earnings and Education Among Ethnic Groups.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-171-73

Pub Date Jul 73

Note—47p.; Discussion papers

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Caucasians, *Census Figures, Cubans, Demography, *Ethnic Groups, *Income, Italian Americans, Negroes, Polish Americans, Puerto Ricans, *Racial Differences, Spanish Speaking

Identifiers—British Americans, Chicanos, Current Population Survey, French Americans, Irish Americans, Russian Americans

Data for this study comes from the 1971 Current Population survey made in March 1972 by the Bureau of the Census. Findings indicate that there has been little change in the relative educational achievement of the major European ethnic groups during the last fifty years. Russians continue to maintain the large lead they have after one generation in this country; Italians, Poles, and French have improved slightly; the British have declined slightly; and Germans and Irish have remained unchanged. On the other hand, blacks and especially Chicanos have dramatically increased their level of schooling relative to the national average. In 1971, very large differences exist in earnings among the ethnic groups, with Russians far ahead and blacks far behind; slightly above blacks are Chicanos and Puerto Ricans; considerably above the latter are Cubans, Central or South Americans, and other Spanish; between the Latin groups and Russians are the remaining European groups, led by the British, Italians, and Poles. These differences in earnings among men, 18 to 65 years, do not disappear when ethnic differences in age, education, marital status, and location are held constant. Differences in adjusted earnings do not vary with age but do so at least for the Non-European groups with educational level. The pattern seems to indicate that changes in relative quality of schools has not affected black-white earnings differences, but that the protests of the civil rights movement of the sixties have improved relative earnings of well-educated blacks. (Author/RJ)

ED 083 355 UD 013 892

Mann, Dale

Shared Control in Urban Neighborhood Schools: An Interpretative Essay and Bibliography.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 1 Sep 73

Grant—OEG-0-72-4401

Note—157p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Problems, Administrator Attitudes, Bibliographies, City Problems, Community Attitudes, *Community Control, Community Involvement, Decentralization, *Decision Making, Educational Administration, *Neighborhood Schools, Principals, *School Community Relationship, *Urban Schools

School community relations in big cities are marked by apathy and distrust and, often, by hostility. Yet, many Federal programs and many pressing urban problems require that administrators and communities work together more closely than ever before. This project analyzes evidence from recent empirical research and from field evaluations to identify the most successful practices which have put administrators and neighborhoods together in shared decision making. The key finding from that analysis is that involvement is successful when it is significant. The tested procedures for involvement were collected as a "Principal's Handbook for Shared Control in Urban Community Schools." The present document, which is a companion report to the Principal's Handbook, presents the evidence on which the Handbook recommendations are based and it is organized parallel to the Handbook for easy cross reference. A bibliography of over 300 citations is appended. [For the companion document, the Principal's Handbook, see UD 013 893.] (Author/RJ)

ED 083 356 UD 013 893

Mann, Dale

A Principal's Handbook for Shared Control in Urban Community Schools. Draft.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 1 Sep 73

Grant—OEG-0-72-4401

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Administrator Attitudes, City Problems, Community Attitudes, *Community Control, Community Involvement, Decentralization, *Decision Making, Educational Administration, *Neighborhood Schools, Principals, *School Community Relationship, *Urban Schools

This handbook is organized by action areas that a school principal needs to consider in creating, maintaining, and utilizing successful involvement with the neighboring communities. Each area discusses the range of options available to the principal. Building principals are thus able to select features to fit their particular communities. The areas are: (1) why share control; (2) when to share control and what to expect; (3) who should be involved; (4) what they should do; (5) how the group should be organized; and, (6) how to help. Sample budgets and sample by-laws are appended. [For full abstract, and companion volume referred to, see UD 013 892.] (Author/RJ)

ED 083 357 UD 013 920

Harrison, Algea O.

Dilemma of Growing Up Black and Female.

Pub Date 25 Aug 73

Note—16p.; Paper presented at the Sixth National Convention of the Association of Black Psychologists, Detroit, Mich., August 25, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Black Community, *Females, *Feminism, Goal Orientation, *Negro Attitudes, Negro History, Political Influences, *Role Conflict, Role Perception, Self Concept, *Sex Discrimination, Socioeconomic Influences

How do black females attempt to resolve the dilemma of femininity and high achievement goals? This paper discusses and reviews the nature of that relationship between femininity and high achievement need which has generally been of a reverse nature. The dilemma of being female for the black women is that she is being urged by society in general to cultivate traits that lend themselves to femininity, i.e., dependency, passiveness, submissiveness, and the like. On the other hand, she is pressured by the political-economic system and survival needs of the black community to develop those traits that are contrary to the ideas of womanhood as prescribed by the sex role standard, i.e., independence, self-assertion, persistence, and so on. Historical and future implications are also discussed. (Author/RJ)

ED 083 358 UD 013 934

Jensen, Mary Rosenfeld, Lawrence B.

The Influence of Mode of Presentation, Ethnicity, and Social Class on Teachers' Evaluations of Students.

Pub Date Nov 73

Note—34p.; Paper presented at the Speech Communication Association annual convention, New York, N.Y., November 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, Aural Stimuli, Bias, Caucasian Students, *Cues, Elementary School Students, *Ethnic Stereotypes, Expectation, Lower Class, Middle Class, Negro Students, Semantic Differential, *Social Class, *Student Evaluation, *Teacher Attitudes, Teacher Evaluation, Test Results, Video Tape Recordings, Visual Stimuli

Identifiers—Chicano Students

Previous research has shown that both vocal and visual cues are utilized in stereotyping and that teachers' stereotypes of students' ethnic and social class backgrounds affect both their expectations and evaluations of them. This study offers evidence toward the following questions: (1) do teachers evaluate students differently according to mode of presentation, students' ethnicity, and social class? and (2) what is the relative influence of aural and visual cues upon teachers' evaluations? Videotapes of Grade 5 and 6 Anglo, black, and Chicano middle and lower class students were presented to 156 teachers who rated the students on 15 semantic differential scales. A 3 x 3 x 2 analysis of variance for repeated measures revealed significant effects for all 15 scales. Anglos were rated most positively, followed by blacks; Chicanos were rated least favorably. Middle class Anglos and blacks were rated more favorably than lower class Anglos and blacks, respectively; however, class made no difference in the ratings for Chicanos. The aural mode of presentation transmitted more cues than the visual mode. (Authors/RJ)

ED 083 359 UD 013 935

Berger, Alan S. And Others

Black Families and the Moynihan Report: A Research Evaluation.

Institute for Juvenile Research, Chicago, Ill.

Pub Date 28 Aug 73

Note—32p.; Paper presented at the American Sociological Association annual meeting, New York, N.Y., August 28, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Aspiration, *Caucasians, Educational Quality, Employment Patterns, Family Influence, *Family Life, Lower Class, *Negroes, Race, Racial Differences, Role Perception, Self Concept, Sex (Characteristics), Social Class, *Socialization, Socially Deviant Behavior, Stereotypes, Surveys, Youth Identifiers—Illinois, *Moynihan Report

The Moynihan Report requires the black family to socialize children very differently from the way that the white family does. It thus produces more antisocial behavior, ineffective education, and lower levels of occupational attainment. The present study employs data collected from a random sample of the 14-18 year old population of Illinois and examines the joint effects of race, gender, social class, and family organization on a number of indicators of family interaction, antisocial behavior patterns, educational aspirations, and gender role conceptions. The conclusions of the Moynihan Report are not supported by these data. There are few differences found in the ways that families treat their children, and these differences are not concentrated in the lower class. Even in the lower class broken family, there is no indication in the data that black families are dramatically different from white families. Thus, in terms of delinquency, educational expectation, perceptions of the education desired by the parents, self conceptions, and notions of appropriate gender role behavior of adults, it was found that empirical evidence provides less than adequate support for the conclusions reached by the Moynihan Report. (Authors/RJ)

ED 083 360 UD 013 945

of Avery, Henry, Comp.

Directory for Reaching Minority Groups.

Manpower Administration (DOL), Washington, D.C. Bureau of Apprenticeship and Training.

Pub Date 73

Note—216p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 2906-0005, \$2.85 domestic postpaid; \$2.60 GPO bookstore)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Apprenticeships, Check Lists, *Directories, *Employment Opportunities, Fraternities, Group Membership, Helping Relationship, *Job Training, *Manpower Development, *Minority Groups, Negro Colleges, Negro Organizations, State Agencies, State Programs, Universities

Identifiers—Apprenticeship Outreach Centers, State Apprenticeship Agencies

The names, addresses, and telephone numbers of the organizations and individuals who are able to reach minority groups to tell them about job training and job opportunities are listed in this directory, alphabetically by State and city. This edition of the directory covers black universities and colleges, and black fraternities and sororities. Comprehensiveness in coverage was attained by the National Association for the Advancement of Colored People, the National Urban League, the Bureau of Indian Affairs, the National Newspaper Publishers Association, the American GI Forum, and the national offices of black fraternities and sororities making available their membership lists for this directory. Appended to the directory are listings of Apprenticeship Outreach Centers and State Apprenticeship Agencies. The inside back cover lists where to get more information on manpower programs in specific States, U. S. Possessions, and Trust Territories. (Author/RJ)

ED 083 361 UD 013 953

Skeen, Elois M.

The Effects of Attending a Community Controlled School on Pupils' Perception of Locus of Control.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Aug 73

Note—14p.; Paper presented at the National Convention of the Association of Black Psychologists, Detroit, Mich., August 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Control, Data Analysis, *Elementary School Students, Interaction Process Analysis, *Locus of Control, Measurement Instruments, Negro Students, *Reinforce-

ment, *Role Perception, Test Results, Urban Schools
Identifiers—Children's Internal Versus External Scale, Intellectual Achievement Responsibility Scale
The perception of locus of control among one hundred and seventy-seven grade 4, 5, and 6 pu-

pils in a traditional school, and one hundred and eighty-five grade 4, 5, and 6 children in a community controlled school was investigated. The Children's Internal Vs. External Scale which measures general life situations, and the Intellectual Achievement Responsibility Scale which measures only academically related situations were

administered. The results indicate that the students in a community controlled school are more "internal" than pupils in a traditional school when asked questions about general life situations. No significant differences, however, were found between the two groups on perception of locus of control in academic situations. (Author)

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The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number

ED 013 371

1973 Distinguished Achievement Award

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Project Change: Open Education for Teachers and Children.

ED 083 140

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English: One Road or Many? Some Historical Reflections, Working Party Paper No. 3; Foreword, Report, Appendixes, and Supporting Papers.

ED 082 203

Abstract Reasoning

Space Representation and Language Development.

ED 082 182//

Studies of Verbal Abstracting with the Mentally Retarded.

ED 082 426

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Behavioral Diagnosis and Assessment in Teaching Young Handicapped Children.

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Cannons to Sheepskins: Characteristics of War Veteran Students.

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College of Liberal Arts Grades for Students Enrolled in the Martin Luther King Program at the University of Minnesota: Fall Quarter, 1970, through Summer Session II, 1972.

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Continuation of Research on Teaching Preschool Children Motivation to Achieve in School--1971-72. Final Report.

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The Effects of Individually Prescribed Instruction on Achievement, Self-Concept and Study Orientation Among Engineering Students Enrolled in English Composition at Oklahoma State University.

ED 082 234//

An Exploration of the Use of Socioeconomic Census Data To Predict Achievement and Evaluate the Effects of Concentrated Urban Poverty Among Elementary Schools in a Big City. Final Report.

ED 082 384

Factors in the Verbal Control of Behavior by Lower and Middle SES Children. Studies in Intellectual Development, Technical Report Series, Number 1, November 1972.

ED 083 335

The Final Report to the Sears Foundation Containing Proposed Revisions of the Elementary Teacher Education Program at Chicago State University.

ED 083 206

National Assessment and Social Indicators, January 1973.

ED 082 290

New Student Evaluation Forms: Pupil Achievement Report, Pupil Report for Team Classes Grade 7, Pupil Report for Team Classes Grade 8. Appendix A.

ED 083 289//

Relationship of Anxiety and Performance in Computer Assisted Learning.

ED 082 531

A Study of Attitudes and Performance of High School Students Enrolled in Elective English Programs.

ED 082 232//

A Study of Our Nation's Schools.

ED 082 312

Teaching Physics in Spanish to Latin American Students.

ED 082 949

Academic Aspiration

The Influence of School Social Status on College Expectations Among White Seniors in the High Schools of a Metropolitan Area.

ED 082 345

Plans Beyond High School. A Statewide Survey of Florida High School Seniors Fall 1972.

ED 082 716

Academic Building System

New Academic Building: Newark State College. A Progress Report.

ED 082 278

Academic Education

Strengthening Instruction in Academic Subjects. Title III, Part A, National Defense Education Act as Amended, Annual Report: Fiscal Year 1972.

ED 082 382

Academic Performance

An Academic Incentive Program for High School Youth from a Poverty Area.

ED 082 094

The Effect of Three Noise Levels on Task Attention and Performance in Reading and Math with Fifth and Sixth Grade Children.

ED 082 327

Performance Recertification Field Test Guidelines.

ED 083 124

Teacher and Experimenter Bias Effects on Children's Learning and Performance.

ED 083 345

What Research Says About Improving Student Performance. A Manual for Administrators.

ED 082 302

Academic Standards

Accreditation Documents for Undergraduate Programs in Home Economics.

ED 083 168

Open Admissions: The Promise & The Lie of Open Access to American Higher Education.

ED 082 603

Response to the Report of the Commission on Post-Secondary Education in Ontario.

ED 082 718

Acceleration

Junior and Senior High School Manual; Major Work-Honors-Advanced Placement Program.

ED 082 409

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Financial Transactions of the Corporation for Public Broadcasting For Fiscal Year 1972. Report to the Committee on Interstate and Foreign Commerce, House of Representatives by the Comptroller General of the United States.

ED 082 479

Self-Instructional Materials for Topics in Elementary Accounting--A Means to the Demonstration of Pay-Offs from Individualizing Time-To-Complete. Final Report.

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Oral vs. Written Presentations of Industrial Acculturation Materials to Unemployed Black Males. Illinois Studies of the Economically Disadvantaged, Technical Report Number 19, August, 1973.

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LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged

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CS200713	ED082227	EA005436	ED082324	EC052669	ED082421	EM011493	ED082518//	HE004619	ED082614
CS200714	ED082228	EA005437	ED082325//	EC060093	ED082422	EM011494	ED082519	HE004620	ED082615
CS200715	ED082229	EA005438	ED082326	EC060094	ED082423	EM011495	ED082520	HE004621	ED082616
CS200720	ED082230//	EA005439	ED082327	EC060110	ED082424	EM011496	ED082521	HE004622	ED082617
CS200721	ED082231//	EA005440	ED082328	EC060195	ED082425	EM011497	ED082522	HE004623	ED082618
CS200722	ED082232//	EA005441	ED082329	EC060196	ED082426	EM011498	ED082523	HE004627	ED082619
CS200723	ED082233//	EA005442	ED082330	EC060197	ED082427	EM011499	ED082524	HE004628	ED082620
CS200724	ED082234//	EA005443	ED082331	EC060198	ED082428	EM011500	ED082525	HE004630	ED082621
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CS200728	ED082238//	EA005448	ED082335	EC060219	ED082432//	EM011504	ED082529	HE004650	ED082625
CS200729	ED082239//	EA005449	ED082336	EC060220	ED082433	EM011508	ED082530	HE004651	ED082626
CS200730	ED082240//	EA005450	ED082337	EC060221	ED082434	EM011509	ED082531	HE004652	ED082627
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CS200732	ED082242//	EA005452	ED082339	EC060223	ED082436	EM011515	ED082533//	HE004654	ED082629
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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January 1972 through December 1973 issues of *Research in Education (RIE)*:

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260

SN Any reading material written primarily for, or read widely by, youth of secondary school age.

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pre-tension the membrane (single or reinforced) that serves as the enclosure.

Alternative Futures

USE FUTURES (OF SOCIETY)

ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250

UF Iron Deficiency Anemia
Sickle Cell Anemia

ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF Constructed Languages

ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldiv Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

BODY LANGUAGE 080

Career Development

USE VOCATIONAL DEVELOPMENT

CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHEMICAL NOMENCLATURE 400

COMPENSATION (CONCEPT) 310

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSTRUCTION MANAGEMENT 020

CUBANS 380

CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size

Diplomacy

USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260

SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy

USE FOREIGN POLICY

DISARMAMENT 480

UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

UF Dissensus

DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

EDITING 080

SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.

UF Copyediting

EDITORIALS 050

EDUCATIONAL ANTHROPOLOGY 480

SN Application of anthropological concepts and methods to the study of educational institutions and processes.

ETHNOCENTRISM 040

SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140

UF Extended University
Open University
University Without Walls

FAST TRACK SCHEDULING 020

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Future Studies

USE FUTURES (OF SOCIETY)

FUTURES (OF SOCIETY) 480

UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

Futurism

USE FUTURES (OF SOCIETY)

Futuristics

USE FUTURES (OF SOCIETY)

Futurology

USE FUTURES (OF SOCIETY)

HUMANIZATION 490

- SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.
- UF Dehumanization

HYBRID AIR STRUCTURES 210

- SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290

- SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations

- USE INTERNATIONAL ORGANIZATIONS

International Behavior

- USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060

- UF War Crimes

INTERNATIONAL LAW 230

- UF International Legal Analysis
International Torts
Law of Nations

International Policy

- USE FOREIGN POLICY

International Politics

- USE FOREIGN RELATIONS

Iron Deficiency Anemia

- USE ANEMIA

ITEM BANKS 520

- SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.
- UF Item Pools

Labor Demand

- USE MANPOWER NEEDS

LAND ACQUISITION 020**LAYOUT (PUBLICATIONS) 030**

- UF Format (Publications)

LEAD POISONING 250**LIFESTYLE 060**

- SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning

- USE CONTINUOUS LEARNING

LOCUS OF CONTROL 420

- SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
- UF Internal External Locus of Control.

LUNAR RESEARCH 450

- SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
- UF Lunar Exploration

MATRICES 340**MECHANICS (PHYSICS) 400**

- SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
- UF Classical Mechanics

MERIT PAY 220**MEXICANS 380**

- SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450

- SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy

- USE FOREIGN POLICY

MOLECULAR STRUCTURE 220**MONOLINGUALISM 290****MORAL DEVELOPMENT 130**

- SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190

- SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NEUROLINGUISTICS 290

- SN A branch of linguistic science relating language behavior to the neurological sciences.

NONFORMAL EDUCATION 140

- SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220**NONRESERVATION AMERICAN INDIANS 380**

- SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
- UF Off Reservation American Indians

OBSERVATIONAL LEARNING 310

- SN Behavioral effect on the learner resulting from the observation of a model.
- UF Imitative Learning

OPEN EDUCATION 140

- UF Open Schools

ORGANIZATIONAL DEVELOPMENT 020

- SN The application of behavioral technology

to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

PARANOID BEHAVIOR 420

- SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140

- SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220**PEACE 480**

- UF International Peace
World Peace

PEER COUNSELING 090

- SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PHONEME GRAPHEME CORRESPONDENCE 290

- SN Relationship between speech sound (phoneme) and written symbol (grapheme).
- UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380

- SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PLANNING (FACILITIES) 020

- UF Facilities Planning

PNEUMATIC FORMS 210

- SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380**POPULATION EDUCATION 140**

- SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380**Program Implementation**

- USE PROGRAM DEVELOPMENT

PROPERTY TAXES 230

- UF Ad Valorem Tax

PUBLIC SERVICE OCCUPATIONS 350

- SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

PUNISHMENT 310**PUPPETRY 030**

- UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210
UF Nonpermanent Facilities

REVENUE SHARING 220

SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480

SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420

SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190

SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480

UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units

USE METRIC SYSTEM

Sickle Cell Anemia

USE ANEMIA

SOCIAL STRATIFICATION 490

SPACE SCIENCES 400

STATE OF THE ART REVIEWS 320

STUDENT RESPONSIBILITY 040

TEACHER CENTERS 210

SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/inservice levels, of educational demonstrations, experimental, and other participatory learning activities.

UF University Training Centers

TEACHER DISCIPLINE 020

SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020

TIMEOUT 420

SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TREATIES 230

SN Negotiated agreements between two or more political authorities.

UPPER DIVISION COLLEGES 470

SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)

USE SYNTAX

VISUAL AIDS 050

UF Visual Equipment
Visual Instrumentation
Visual Materials

Visual Media

VISUAL LITERACY 010

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130

SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WAR 480

UF Civil War
Conventional Warfare
Guerrilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460

SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
UF Litter
Refuse

WOMENS STUDIES 110

SN An academic discipline that incorporates courses about women either separately or as a field of study.
UF Female Studies

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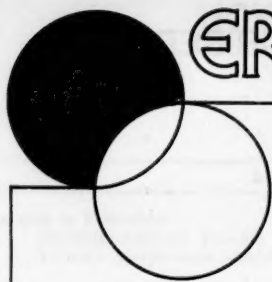
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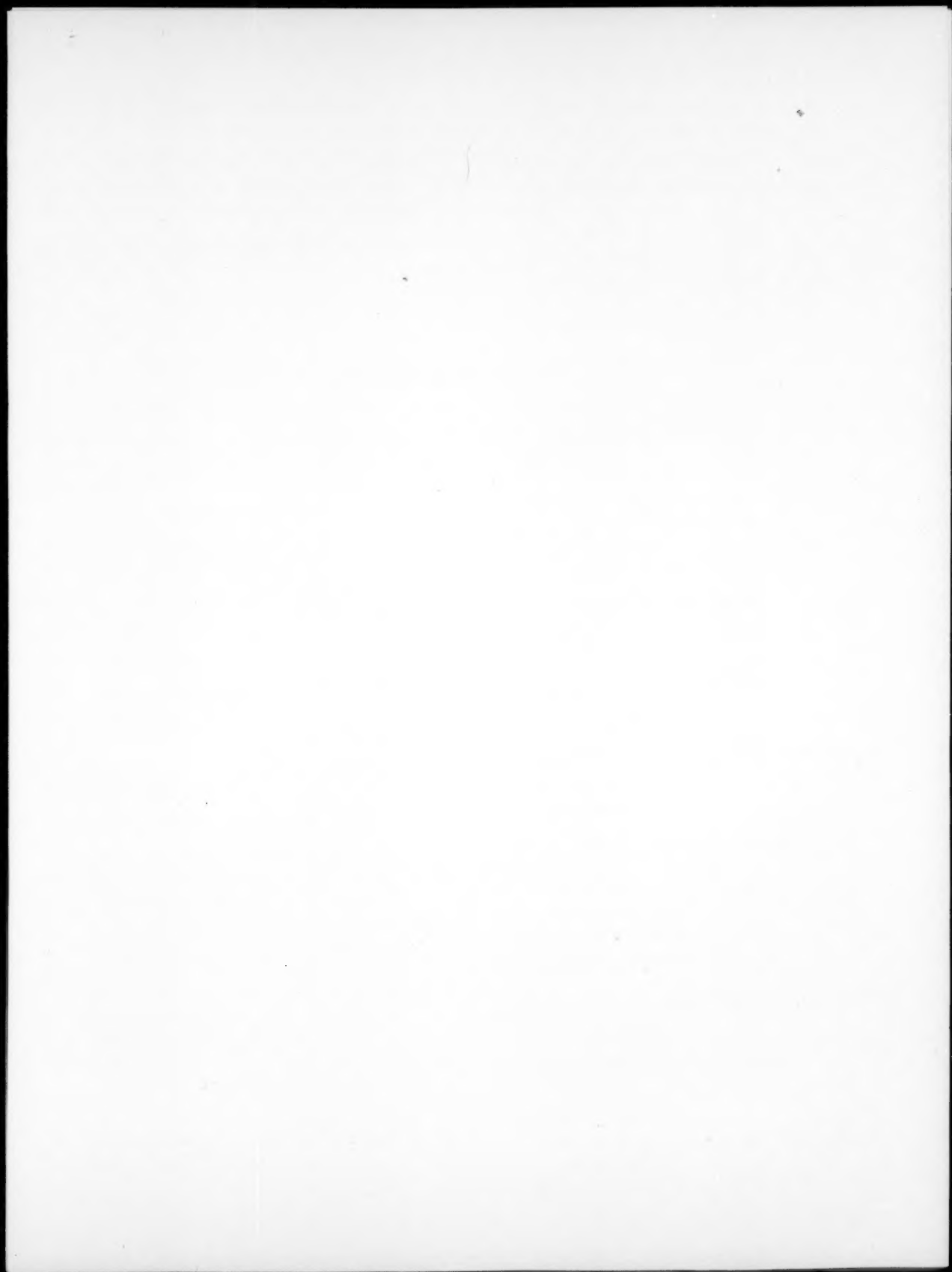
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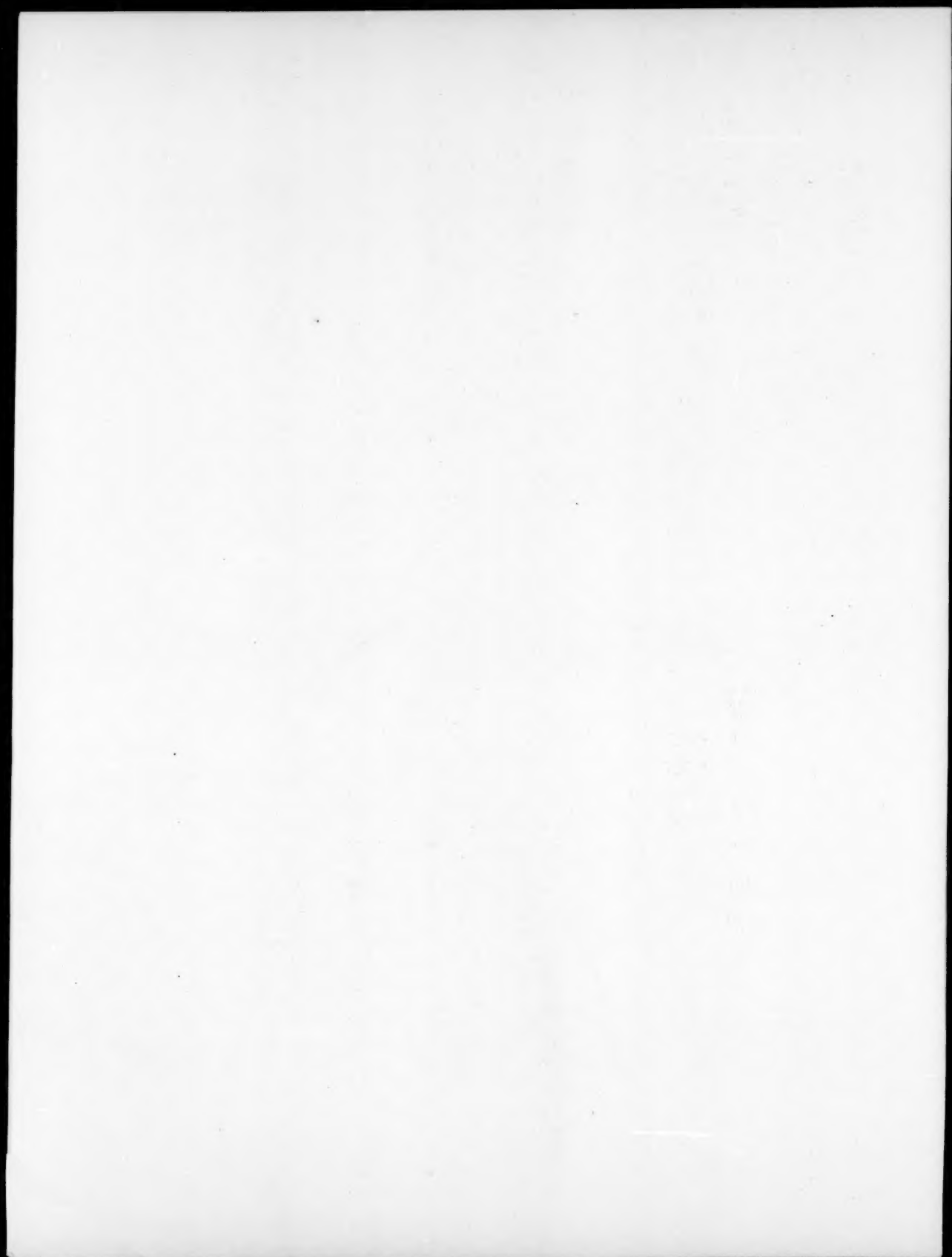
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